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ABSTRACT

Undergraduate admissions policies and practices were studied in the context of enrollment trends, academic standards for admission, and equal access issues. A total of 2,203 two-year and four-year colleges from both the public and private sectors responded to the survey questionnaire. Information was obtained on: selectivity in admissions, acceptance rates, acceptance rates by racial/ethnic group, program and departmental standards, admissions responsibility and organization, information provided to prospective students and appeals procedures for rejected applicants, other admissions policies and requirements, special services, policies and procedures specific to four-year institutions, freshman enrollment in two-year and four-year colleges, minority representation among enrolled freshmen, trends in applications and acceptances, student qualifications, recruitment practices, market research, and financial aid. Some comparative data from 1979 on admissions are provided. Questionnaires for two-year and four-year colleges are appended, along with technical notes and statistical findings. (SW)

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Demographics, Standards, and Equity: Challenges in College Admissions

Report of a Survey of Undergraduate Admissions Policies, Practices, and Procedures

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Demographics, Standards, and Equity: Challenges in College Admissions

Report of a Survey of Undergraduate Admissions Policies, Practices, and Procedures

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Sponsored by:

American Association of Collegiate Registrars and Admissions Officers

The American College Testing Program

The College Board

Educational Testing Service

National Association of College Admission Counselors

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Foreword

This report describes undergraduate college admissions as it was conducted in 1985 and as it has changed over the first half of the decade. It comes at an important time for undergraduate education in the United States because of significant demographic, social, and legal influences that may change its essential nature. Since 1979, the number of high school graduates has declined significantly and further declines are projected for the future. Many colleges have been able to offset these population declines by valiant recruiting efforts. Others have not. Social trends have brought more minority group members to our campuses, but there is still an underrepresentation. And more than ever before, litigation and its concomitants determine what policies, practices, and procedures can be used in admissions work.

The report represents a collaboration of five separate organizations—all physically distant from each other—but united in their interests and concerns about the college admissions process. Such an effort requires an unusual degree of planning and cooperation among those involved; we want to thank the many persons in all of our organizations who contributed. We especially want to thank three members of the ETS staff: Senior Research Scientist, Hunter Breland, who directed the survey design, the data analysis, and wrote most of the report; Research Scientist, Gita Wilder, who developed the survey questionnaires and wrote two chapters of the report; and Associate Research Data Analyst, Nancy Robertson, who conducted much of the data analysis and wrote one chapter of the report.

We also want to thank the more than two thousand admissions officers and their staffs who provided the information; they helped us to achieve an unusually good response rate. Obviously, the survey could not have been conducted successfully without a strong spirit of cooperation from their offices.

Mary Elisabeth Randall, President
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Oluf M. Davidsen, President
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George Hanford, President
The College Board

Gregory Anrig, President
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Gary L. Williams, President
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Acknowledgments

To survey all institutions of higher education in the United States is no simple task, and consequently the effort required contributions from numerous people. Beyond the work of the Steering Committee and the authors of the report, a number of persons with special knowledge and experience were essential to the success of the project.

Planning for the 1985 survey began with consultations with some of those who had conducted the 1979 survey, particularly Steven Ivens and James Nelson at the College Board. Their experience with the 1979 survey served as a rich source of ideas. The next step in the planning process was to discuss the new survey with practicing admissions officers. The following were especially helpful: Alfred Bridges, Trenton State College; Robert Bolge, Mercer County (New Jersey) Community College; Richard Kratz, Bucks County (Pennsylvania) Community College; and Natalie Aharonian, Rutgers University (now at Wellesley College).

Once draft survey instruments were available, several persons with recognized expertise in areas important to the survey conducted reviews of them: Stanley Bowers, Moorpark College; John Roueche, University of Texas; Colin Shaw, Dallas County Community College District; Robert Zemsky, University of Pennsylvania; and Dean Whitla, Harvard University, offered many useful suggestions.

The survey itself was conducted by College Board staff under the direction of Brooke Breslow, who provided data-base expertise throughout the project. They also handled questionnaire design and printing, planned and executed the mailings, verified the data, and designed and built the final data base.

A number of persons at Educational Testing Service provided either advice or support. Irving Broudy, in addition to his role as member of the Steering Committee, advised throughout the project and wrote portions of the report. Michael Nettles, Faye Frieson, Kay Majofsky, Constance White, and Warren Willingham reviewed early drafts of the survey questionnaires. Faye Frieson and Tina Segalla served as consultants during the initial report preparation. Benjamin King provided methodological assistance on a number of occasions and reviewed an early draft of the report. Other report reviewers were Joan Baratz, Beatriz Clewell, Thomas Hilton, Michael Nettles, and William Turnbull. Judith Pollack programmed the supplementary tables and conducted a number of special analyses used in the report. Leonard Ramist compiled information for some of the appendix tables. Linda Johnson assisted with financial and other managerial aspects of the project. Debra Smolinski prepared much of the original manuscript and assembled the draft report, assisted by Steve Harriman and Nancy Wolff.

Staff members at The American College Testing Program contributed to the production of the survey and project report. Julie Noble and Mike Valiga reviewed draft questionnaires and provided many useful suggestions. James Maxey offered advice on the preparation of the project report, and Merine Farmer and Dave Shawver conducted special analyses used in the report. ACT Publications staff prepared the report for printing: Carol Cerny Romkey was editor/project manager; Amy Pearson designed the cover and text; Terry Bussey, Jeanette Corpman, Brenda Brenneman, Diane Hartley, and Elaine King assisted with production and distribution of the report.

Because of the importance of undergraduate admissions to minority groups, we sought reviews of the survey instruments from representatives of minority groups and minority organizations. The following persons gave much useful advice: Robert P. Haro, University of California; Alfred L. Moyé, Hewlett Packard Company; Reginald Wilson, American Council on Education; and Susana Navarro, The Achievement Council.

The high response rate to the survey was largely a result of the network of AACRAO state Reporting Officers to *Transfer Credit Practices* and NACAC members who diligently contacted nonrespondents.

We thank all of those whose cooperation made this survey possible.

J. Douglas Conner
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Sponsoring Organizations

The **American Association of Collegiate Registrars and Admissions Officers** (AACRAO) is a nonprofit professional association of more than 2,000 institutions and 7,600 members in the areas of admissions, registration and records, international education, financial aid, and institutional research. AACRAO's purpose is to promote the advancement of education, particularly higher education, and encourage the professional work of its members. The organization offers a wide range of publications, conferences, and services to its members, and participates in cooperative projects with other national associations and government agencies.

The American College Testing Program (ACT) is an independent nonprofit organization that provides a variety of educational services to students and their parents, to high schools and colleges, and to professional associations and government agencies. Best known in the 1960s for its standardized college admissions testing program, ACT now offers more than 70 programs and services in the areas of college admissions and advising, career and educational planning, student aid, continuing education, and professional certification.

The College Board is a nonprofit educational association serving students, schools, and colleges through programs designed to expand educational opportunity. Its members are more than 2,500 secondary and higher education institutions and schools, systems, and associations. Its programs in guidance, admissions, placement, financial aid, and credit by examination each year assist about five million students who are making the transition from school to college or who are already attending college. The Board also is chartered to sponsor research, to provide a forum to discuss common problems of secondary and higher education, and to address questions of educational standards.

Educational Testing Service (ETS) is a private nonprofit corporation devoted to measurement and research, primarily in the field of education. ETS develops techniques and uses of measurement and conducts a broad range of testing programs and related services. Besides conducting extensive research on human learning and behavior and educational policies and practices, ETS also provides advisory and instructional services. ETS testing programs are used for school and college admissions, student guidance and placement, award of degree credit for independent or advanced learning, occupational licensing, professional certification, and award of continuing education credit.

The **National Association of College Admission Counselors** (NACAC) is an education association that has assisted students with the transition from high school to postsecondary education for nearly 50 years. NACAC membership includes about 3,500 institutions and individuals, representing public and private high schools, colleges, and universities in all 50 states and several foreign countries. The organization is concerned with establishing and maintaining high professional standards in college admissions guidance, developing useful and efficient college guidance programs and materials, and expanding the relationship between colleges and secondary schools.

Highlights

Enrollment and Recruitment

Enrollment Trends

- Between 1979 and 1985 the number of 18-year-olds decreased by more than half a million, and the number of high school graduates decreased by almost as much. Yet total enrollment in higher education and undergraduate enrollment both increased. Although there has been some decline in first-time freshman enrollment, it has been much smaller than the decline in high school graduates.
- The decline in freshman enrollments was not consistent across all segments of higher education. Two-year institutions experienced the greatest decline in freshman enrollment, while four-year institutions declined the least.

Increases in Recruitment Activities

- Colleges have increased recruitment activities of every type in the last six years. This is true for two-year as well as four-year colleges, for public as well as private institutions. Traditionally, heavily used techniques such as high school visits have increased moderately but the use of newer approaches such as direct mail, telephone contacts, the use of media, and inviting students to visit college campuses, have increased dramatically.
- Colleges are not simply working harder at recruitment within their traditional territories but are looking farther afield. Three-fourths of four-year institutions and more than half of two-year private institutions report a broadening of their recruiting ranges since 1980.
- Efforts to recruit adult students and part-time students have increased: About half of all colleges surveyed have stepped up their efforts with adults and about one-third with part-time students.
- Colleges are making special efforts to recruit academically talented students: About 90 percent of four-year colleges have specific recruitment programs directed toward these students and the level of effort has increased more in the last five years than for any other subgroup of students.
- Consistent with the intense effort to recruit academically talented students, the use of no-need scholarships has increased. Now 86 percent of four-year public and 77 percent of four-year private institutions offer no-need scholarships—an increase of about one-fifth in five years.
- Institutional budgets for recruitment have increased an average of 64 percent since 1980 in four-year institutions—more than twice the compounded inflation rate for the same period.
- These marketing efforts appear to have been successful; the proportion of high school graduates going on to college has increased and the decline in numbers of first-time freshmen is much less than the decline in numbers of high school graduates.

More Applications, More Competition for Students

- Between 1980 and 1985, the average number of applications to four-year institutions increased while admissions yield rates—the proportion of accepted students who actually enroll—decreased.
- The average number of applications per enrolled freshman in 1985 was 2.5 for four-year public and 3.4 for four-year private institutions.

Institutional Responses

- Despite the decline in the numbers of high school students, most four-year institutions planned in 1985 for either the same size or larger freshman enrollment than they had in 1984. Only about one in ten colleges planned smaller freshman classes in 1985 than in 1984.
- Few institutions report that they are planning to reduce freshman enrollment or to select less qualified students. The implication is that they expect to compete successfully with other institutions for a shrinking pool of available students.

Admissions Policy and Standards

Higher Standards and Fewer Exceptions

- Criteria for admission to four-year public institutions have changed visibly, if not dramatically. Significantly more of these institutions have minimum high school course requirements than they did in 1979. The minimum years of study required have increased, especially in English and mathematics; average high school GPA requirements have been increased; and a few institutions have increased minimum test score requirements.
- The proportion of institutions offering exceptions and the number of exceptions made to formal admissions policies for groups such as athletes, minorities, alumni children, etc., decreased between 1979 and 1985.
- Admissions officers have the strong perception that standards are higher now than they were in 1980. The data support this perception among four-year public colleges but not among four-year privates.

Impact of Higher Standards

- Data collected through ACT and College Board testing programs indicate that high school students are responding to the higher admissions standards by taking more courses in certain areas, particularly mathematics and science.
- Despite the emphasis on higher standards, the rates of acceptance do not appear to have changed. Across all institutional types, the average acceptance rate was 83 percent in 1985. Among four-year institutions, both public and private, the average acceptance rate was 76 percent. Among two-year public institutions, the average acceptance rate was 95 percent; among two-year private institutions, it was 84 percent.

Admissions Policy and Financial Need

- Financial need influences admissions decisions in less than 10 percent of the institutions surveyed.

Escalating Responsibility for Admissions

- While principal admissions responsibility remains where it was in 1979, higher level staff are increasingly involved in setting admissions policies. Among public institutions, state legislatures and coordinating boards are more involved in policy setting; among privates, trustees are more involved.

Minority Access

Special Recruitment Efforts

- Targeted recruitment of minorities was reported by 76 percent of all institutions surveyed, and by 93 percent of four-year public institutions.

Rates of College Acceptance

- Average college acceptance rates for minorities were about the same as the overall rate in four-year public and private colleges, with the exception that Blacks were accepted at a slightly lower rate. Four-year public colleges accepted an average of 70 percent of their Black applicants compared to 76 percent of applicants in general. Among privates, the rate was 71 percent for Black applicants compared to an overall rate of 76 percent.
- Applications of Black students to the most selective four-year private institutions were accepted at a higher rate than the overall rate (53 percent vs. 42 percent), but their applications to less selective institutions were accepted at a lower rate than the overall rate.
- Asian students tend to apply to the most selective institutions. As a result, the percent of all applications filed by these students that are accepted (48 percent) is lower than that for students overall (62 percent). However, when compared only to other applicants applying to the most selective institutions, Asians are admitted at about the same rate (34 percent vs. 30 percent).

Exceptions to Formal Admissions Requirements

- Exceptions to formal academic requirements for admission were granted to minorities by 40 percent of four-year public institutions and by 25 percent of four-year private institutions in 1985, but these percentages were down from 45 percent and 35 percent, respectively, in 1979.

Minority Enrollment

- Between 1980 and 1984, undergraduate enrollment increased by 40 percent for Asians, by 12 percent for Hispanics, and by 1 percent for American Indians. Black undergraduate enrollment decreased by 4 percent.
- Minorities are more likely to enroll as freshmen in two-year public institutions than Whites. In 1985, 51 percent of freshmen in the institutions surveyed were enrolled in two-year public institutions, but 64 percent of Hispanics and American Indians and 58 percent of Blacks enrolled in these institutions.
- Minorities, with the exception of Asians, are less likely to enroll in four-year private institutions than Whites. Overall, 15 percent of all freshmen in surveyed institutions were enrolled in four-year private institutions, but only 8 percent of Hispanics or American Indians and only 11 percent of Blacks were enrolled in four-year private institutions.
- Minorities attending four-year institutions were most likely to attend public institutions. Thirty-five percent of Asian freshmen, 26 percent of Black freshmen, 24 percent of Hispanic freshmen, and 20 percent of American Indian freshmen in the institutions surveyed enrolled in four-year public institutions. Overall, 30 percent of all freshmen enrolled in four-year public institutions.

1. Introduction

Three important influences dominated undergraduate admissions work in the United States during the first half of the decade. First was the shrinking population of students in the age range traditionally associated with college attendance. That phenomenon evoked ominous predictions about future enrollments and a consequent flurry of recruiting and marketing activities in admissions offices. Fortunately, and perhaps because of expanded recruiting activities, no serious national decline in college attendance has yet occurred. But given the known demographics of students at earlier stages in the educational process, it is quite possible that college attendance rates will decline appreciably during the next ten years. Increases in attendance rates of women, minorities, adults, and younger students—who either complete high school early or are admitted to college before completing high school—may offset declines in the 18- to 21-year-old population. And more aggressive marketing and recruiting may attract larger proportions of all groups to higher education.

A second important influence on college admissions has been an increasing interest in academic standards. Declines in national test scores, negative reports on the status of education in the United States, comparisons of the academic skills of American students with those of students in other countries, concerns about the competence of teachers, and proposals to restrict freshman athletic participation to athletes who meet specified minimum academic performance levels all reflect a widely held belief that standards have declined.

The third important influence on admissions has been our national concern for equity. In response to this concern, social and legal forces have encouraged colleges to enroll more disadvantaged students than they have in the past. Some question, however, the level of national commitment to these goals in recent years.

These three influences—demographics, standards, and equity—interact to create a complex of challenges for admissions staffs. How can enough applicants be attracted to meet enrollment goals when the population of high school graduates is decreasing and when colleges are becoming increasingly more competitive in their recruiting and marketing activities? Should academic standards be lowered, raised, or maintained to best position an institution in the academic marketplace? If academic standards are raised, what influence would this have on minority enrollments? How do the answers to these questions differ in public versus private institutions and in institutions of varying selectivities? These are questions for which there will be no easy answers, but we have sought in this survey to help by describing trends in selectivity and admissions standards; admissions policies and practices; requirements and exceptions to requirements; and the importance of various admissions factors, enrollment, recruiting and marketing activities, and financial aid.

Design of the Survey

We have used as a baseline for the present survey a similar survey conducted in 1979 by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the College Board. A total of 1,463 two-year and four-year institutions responded, representing 1,309,000 enrolled freshmen. The College Board published survey results in a 1980 report, *Undergraduate Admissions: The Realities of Institutional Policies, Practices, and Procedures.* That report provided for the first time objective information about a number of important college admissions questions. Survey questions asked in 1979 were repeated in the present survey, but the need to introduce new questions while at the same time controlling questionnaire length made it impossible to repeat all questions.

The first survey objective was to collect data about the admissions issues posed above. The Steering Committee developed a lengthy list of topics and questions for inclusion; these were then reduced to the ones most necessary to the mission of the survey. A second objective was to provide some degree of continuity with the 1979 survey in order to assess trends in admissions policies and practices. A third objective was to gain the cooperation of the majority of the institutions surveyed, to maximize the rate of response and, therefore, the universality of the findings. This latter objective demanded a clear instrument, not overly long and attractively formatted. It also required some attention to the timing of mailings and to procedures for following up on the institutions that might not respond to the initial request for cooperation.

Length and format of the survey instrument were major concerns in our desire to achieve a response rate of 70 percent or greater. To reduce the burden for any given admissions officer, questions appropriate to two- and four-year institutions were separated and, ultimately, separate forms of the questionnaire were developed for the two types of institutions. Most of the questions are identical or quite similar in both versions, allowing for direct comparisons.

The initial meeting of the Steering Committee served to define the major areas of interest in the survey. The composition of the committee representing, as it did, public and private institutions from several regions of the United States, professional admissions organizations, and testing agencies, defined the major audiences and constituencies for the research, and ensured that a range of perspectives on admissions policies and practices be represented by the questions. A review of other data sources enabled us to minimize questionnaire length by incorporating relevant data from these sources.

A careful review of the earlier version of the questionnaire was conducted to identify questions for which trend data were desired, assuming a reasonable response rate in 1979. These questions were included in virtually identical form in the 1985 survey. Where information about trends was desired in areas not covered by the 1979 questionnaire, new retrospective questions were framed. Thus, two approaches were taken to the assessment of trends. One would compare actual responses to identical questions asked in 1979 and in 1985. The second would ask respondents in 1985 to judge whether a particular phenomenon had increased, decreased, or stayed about the same over the five years preceding the survey.

The questionnaires were pretested with a number of admissions officers whose feedback led to refinement and revision of the drafts. The questionnaires were also reviewed by a variety of individuals, among them colleagues of Steering Committee members, representatives of special interest groups, and researchers with interest in and knowledge of admissions and enrollment data. Finally, the questionnaire was edited and formatted to eliminate redundancy, maximize clarity, and present questions in a readable and attractive form.

Questionnaires were mailed in November of 1985 to the directors of admissions of a total universe of 2,996 institutions who met the survey criteria. These criteria required that institutions be identified by the United States Department of Education Division of Eligibility and Agency Evaluation as eligible for inclusion in the *Education Directory: Colleges and Universities* published by the National Center for Education Statistics; that they offer associate or bachelor's degree programs; and that they enroll first-time freshmen. To be included in the *Education Directory*, colleges must be accredited by a nationally recognized accrediting agency, or approved by a state department of education or a state university; have attained preaccredited status with a nationally recognized accrediting agency; or be public or nonprofit colleges whose credits have been accepted as if coming from an accredited institution by at least three accredited institutions. Institutions in Puerto Rico and U.S. territories and possessions and institutions that admit only students who have completed the freshman and sophomore years elsewhere (upper-division institutions) were not surveyed. Of the eligible institutions, 929 were two-year public, 336 were two-year private, 531 were four-year public, and 1,200 were four-year private.

Instructions mailed with the questionnaire specified that they should be completed by the director of admissions or by another official responsible for undergraduate admissions policies. The mailing materials explained that all responses would be confidential and that neither institutions nor individual respondents would be identified in any way. It was stated that only aggregate data would be published, and that no information about individual institutions would be released to anyone.

To encourage admissions officers to return questionnaires, we offered to prepare for each participating institution a tailored report of aggregate data for similar peer institutions identified by control, region, and selectivity.

Description of the Responding Institutions

A total of 2,203 institutions responded by April of 1986, a response rate of 74 percent. Response rates varied within the four basic institutional types: 745 two-year public (80 percent), 218 two-year private (65 percent), 413 four-year public (78 percent), and 827 four-year private (69 percent) institutions responded. Table 1.1 summarizes the survey population, the numbers of responding institutions, and the response rates.

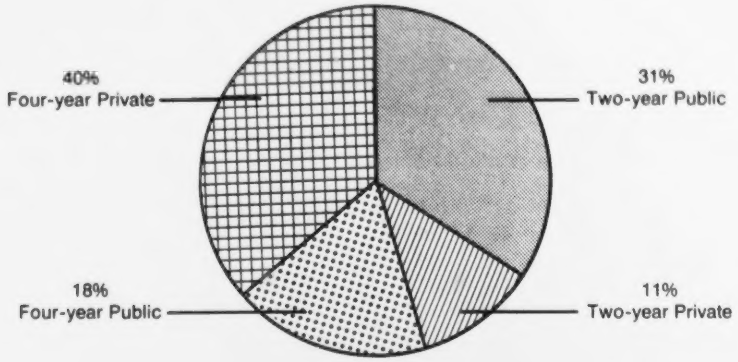
The surveyed and responding institutions are depicted graphically in Figure 1.1. Overall, the responding institutions match the institutions surveyed quite closely with only a few small differences. The responding institutions contain a slightly greater proportion of two-year public institutions than the institutions surveyed (34 percent vs. 31 percent). And, the responding institutions contain a slightly smaller proportion of four-year private institutions than did the surveyed institutions (37 percent vs. 40 percent). The four-year public and two-year private institutions are represented about equally in both the surveyed and responding groups.

Table 1.2 shows the geographic distribution of respondents. The largest percentage (28 percent) of respondents was from the Midwest and the lowest (8 percent) from New England. The distribution of respondents within institutional types is similar to the

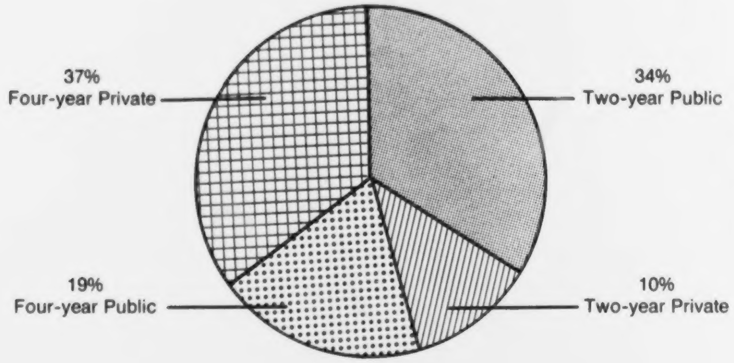
TABLE 1.1

Institutions Surveyed and Response Rates

	Two-year Institutions		**Four-year Institutions**		
	Public	Private	Public	Private	**Total**
Number Surveyed	929	336	531	1,200	2,996
Number Responding	745	218	413	827	2,203
Response Rate	80%	65%	78%	69%	74%



Surveyed (N=2,996)



Responding (N=2,203)

Figure 1.1
Institutions Surveyed and Responding

overall distribution, with a few exceptions. Two-year private institutions responding tended to be more from New England and the Middle States and less from the Southwest and West. Two-year public institutions responding were more from the Southwest and West and less from New England and the Middle States.

With respect to students served, the institutions represented in the survey reported a total of almost two million enrolled freshmen for 1985. On the basis of those providing enrollment information, we estimate that 50 percent of the students served by the surveyed institutions were enrolled in two-year public institutions, 31 percent in four-year public institutions, 15 percent in four-year private institutions, and 4 percent in two-year private institutions. Average numbers of enrolled freshmen were 1,518 for two-year public institutions, 354 for two-year private institutions, 1,548 for four-year public institutions, and 386 for four-year private institutions. Using these average freshman enrollment figures, based on the institutions that provided enrollment data, we estimate that the total of 2,203 survey respondents enrolled approximately 2.2 million first-time freshmen in 1985. These first-time freshmen represent over 80 percent of first-time freshmen, nationally, for 1985 (see Technical Note 1, Appendix D).

Analytical Approaches Used

A principal objective of the 1985 survey was to describe trends in admissions practices during the first half of the decade. As noted earlier, we used two separate approaches to trend analysis. For some questions it was possible to compare responses given in 1979 to those given in 1985. Other questions were written to provide retrospective comparisons. For example, "Did you place more (or less) emphasis on a given admissions factor in 1985 than you did in 1980?"

Both approaches have limitations. In order to minimize the length of the questionnaires, not all of the questions were repeated in 1985, as mentioned previously.

TABLE 1.2

Geographic Distribution of Responding Institutions

	Percentages by Institutional Type				
Region[a]	Two-year Public	Two-year Private	Four-year Public	Four-year Private	All Institutions
New England	5	12	7	11	8
Middle States	10	25	16	22	17
South	25	23	23	18	22
Midwest	28	24	26	30	28
Southwest	11	3	11	6	9
West	21	12	17	12	16
	100	99	100	99	100
Number of Institutions	742	218	412	825	2,197[b]

[a] New England: CT, MA, ME, NH, RI, VT
Middle States: DE, DC, MD, NJ, NY, PA
South: AL, FL, GA, KY, LA, MS, NC, SC, TN, VA
Midwest: IA, IL, IN, KS, MI, MN, MO, ND, NE, OH, SD, WI, WV
Southwest: AR, NM, OK, TX
West: AK, AZ, CA, CO, HI, ID, MT, NV, OR, UT, WA, WY

[b] Less than the total of 2,203 respondents because six institutions did not report geographic region.

Moreover, even though a question may have remained essentially the same in 1985, the context in which it was presented may have changed (position in the questionnaire, structure of the question, modifications in options offered, etc.). Finally, the respondent population in 1985 was not the same as it was in 1979, and it was not possible to restrict comparisons to the set of institutions that answered the question both times. Comparisons between 1979 and 1985 for two-year private institutions are especially difficult. The 1979 survey contained only 81 such institutions; the 1985 survey has 218. Although the rate of responses to the retrospective questions was high, suggesting that respondents for the most part had no serious difficulties in providing information, the information obtained is subject to all of the reservations due self-report data. Individual respondents may not have remembered well what was done in 1980, may not have been at the same institutions in 1980, or may not have been working in admissions at all in 1980.

2. Selectivity in Admissions

Undergraduate institutions differ substantially in the degree to which they are selective. Many are essentially "open-door" institutions, admitting almost any applicant. Others have only minimal requirements such as a high school diploma. For some institutions, selectivity is based on specified admissions requirements including number of years of study in certain course areas, high school grade average or rank in class, and perhaps test score requirements. In other words, if an applicant meets certain prespecified requirements for admission, then admission is highly probable. This kind of selectivity is practiced by some large state institutions. Most institutions, however, select from a pool of applicants to meet an enrollment goal. The degree of selectivity then depends on the relative size of the applicant pool and the enrollment goal.

Sjogren (1986) classifies selective admissions practices into two categories: (1) inflexible or unambiguous, with formula-driven requirements, usually with politically mandated standards; and (2) flexible or personalized, with ambiguous requirements and a more comprehensive set of assessment factors. Inflexible practices are easily understood and administered, and have the added advantage that they can be easily adjusted to accommodate changing enrollment goals. Flexible practices, most often used in private institutions, consider a large array of factors—extracurricular activities, recommendations, essays, personal characteristics, institutional and societal interests—along with academic performance.

Selectivity is by no means a precise term; it means different things to different people. Selectivity is commonly viewed as being synonymous with institutional quality, but such a view is misleading at times because some excellent institutions turn away very few applicants—less qualified students simply do not apply. No perfect method exists for defining the selectivity of an institution. For the purposes of this report, we have used two operational definitions of selectivity. In the first, institutions were asked to describe their general admissions practices in terms of criteria for admission. The second operational definition was based on acceptance rates computed from figures supplied by institutions describing numbers of applicants and acceptees.

General Admissions Practices

Both the 1979 and 1985 surveys asked institutions to describe their general admissions practices by selecting one of these four options:

1. Any individual wishing to attend will be admitted without review of conventional academic qualifications.
2. Any high school graduate (or person with equivalent credentials) will be admitted.
3. The majority of individuals who meet some specified level of academic achievement or other qualifications above and beyond high school graduation are admitted.
4. Among those individuals who meet some specified level of academic achievement or other qualifications above and beyond high school graduation, only a limited number will be admitted.

To be consistent with the 1979 survey, we classified those institutions selecting either of the first two options as "open-door," those selecting the third option as "selective," and those selecting the fourth option as "competitive."

Figure 2.1 compares our four basic types of institutions (classified as public or private and as two-year or four-year) by their responses to this question on the 1985 survey. The figure shows that practically all (90 percent) of the two-year public institutions report that they are open-door; few (9 percent) are selective. Of the two-year private institutions, about half (48 percent) are selective and about half (47 percent) are open-door. Only 3 percent of these two-year private institutions—a total of six—report that they are competitive. The four-year institutions are predominantly selective, with 74 percent of the privates and 72 percent of the publics reporting that they are selective but not competitive. As might be expected, more of the four-year private institutions than the four-year public institutions report that they are competitive (15 percent vs. 12 percent). About the same proportion of these four-year institutions are open-door, with 15 percent of the public and 10 percent of the private institutions reporting that they are open-door.

With appropriate cautions, we may also attempt a contrast of general admissions practices in 1985 with those of 1979, since the identical question was asked in the earlier survey. As emphasized earlier, however, the responding institutions in 1979 are not in all cases the same as those that responded in 1985. Table 2.1 shows that two-year private institutions, in particular, are quite a bit different in the two surveys. In 1979, only 81 two-year private institutions responded; in 1985, 218 responded. Accordingly, any comparison of two-year private institutions across the two surveys should be done with this difference in mind. Despite these kinds of differences in the two respondent groups, the two-year public institutions reported in almost the same proportions in 1979 (89 percent open-door, 9 percent selective, and less than 1 percent competitive). In 1979, 60 percent of the 81 two-year private institutions reported that they were selective and 35 percent reported that they were open-door. But in 1985, fewer (48 percent) of the two-year privates said that they were selective and more (47 percent) said that they were open-door. These changes for the two-year privates most probably are due to the different respondent populations and do not necessarily reflect a change in admissions practices.

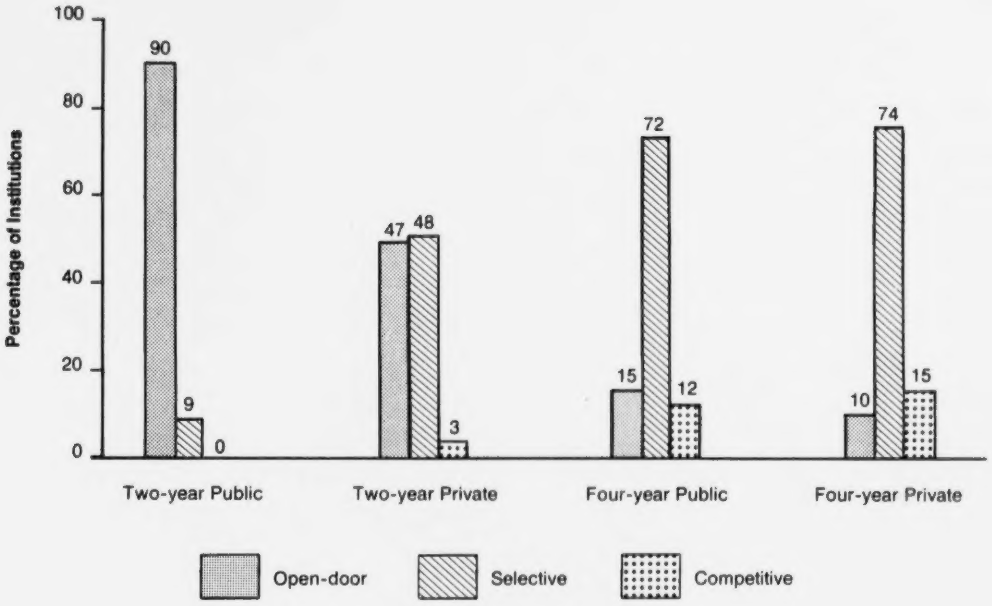


Figure 2.1
General Admissions Practices, 1985

TABLE 2.1

General Admissions Practices in 1979 and 1985

General Admissions Practice	**Two-year** Public 1979	Public 1985	Private 1979	Private 1985	**Four-year** Public 1979	Public 1985	Private 1979	Private 1985
	Percentages of Institutions Responding							
Open-door	89	90	35	47	20	15	8	10
Selective	9	9	60	48	70	72	77	74
Competitive	1	0	5	3	10	12	13	15
No Response	2	1	0	2	1	1	2	1
Number of Institutions	401	745	81	218	333	413	648	827

For the four-year institutions, the differences between 1979 and 1985 responses are not great. In 1979, 70 percent of the four-year public institutions reported that they were selective compared to the 72 percent reporting this in 1985. This small increase over several years suggests a slight increase in selectivity in four-year public institutions, as would the smaller proportion of institutions reporting that they are open-door—20 percent in 1979 compared to 15 percent in 1985 (see Technical Note 2, Appendix D). In contrast, the four-year private institutions show a slight trend in the opposite direction from the four-year publics. Slightly fewer four-year private institutions reported that they were selective (77 percent in 1979 vs. 74 percent in 1985) and more institutions (8 percent in 1979 vs. 10 percent in 1985) reported that they were open-door. Also, a slightly larger proportion of the institutions viewed themselves as competitive (13 percent in 1979 vs. 15 percent in 1985). These small differences in proportions could be due to the differences in the institutions that responded to the two surveys.

Within the 1985 survey, retrospective questions were asked in an effort to assess trends for the same set of institutions. These questions asked that respondents compare 1985 with 1980 along selected dimensions. To examine trends in selectivity, for example, the 1985 survey asked how admissions standards had changed since 1980. Figure 2.2 presents the responses to this question when the standards referred to the "general level of selectivity." As Figure 2.2 shows, most institutions reported that standards were about the same in 1985 as in 1980. Of the four-year public institutions, almost half (49 percent) reported that their general level of selectivity was higher in 1985 than in 1980, and only 2 percent (or 15 institutions) reported that selectivity was lower. Of the four-year private institutions, slightly fewer (42 percent) reported that the general level of selectivity was higher in 1985 than in 1980, and only 2 percent (or seven institutions) reported that selectivity was lower.

Table 2.2 gives the responses used for Figure 2.2 in tabular form and, additionally, gives retrospective judgments about standards from the perspectives of high school coursework, high school grade average or rank, and admissions test scores. As for general level of selectivity, most respondents judged that standards for coursework, grades, and test scores were about the same in 1985 as in 1980. More reported higher standards in 1985 than reported lower standards. For example, 39 percent of four-year public institutions reported that they now have higher standards for coursework and 43 percent reported that they now have higher standards for test scores. Few respondents judged that standards of any type were lower in 1985 than in 1980. Respondents in four-year public institutions perceived the greatest change in admissions standards over this period. The two-year private institutions also perceived that they have higher standards, but somewhat less so than four-year institutions. Even the two-year public institutions, of whom 90 percent say they are open-door, seemed to believe that their standards are higher to some extent.

Acceptance Rates

The most commonly practiced approach to selectivity is simply to compute the ratio of acceptees to applicants. As noted earlier, the acceptance rate does not necessarily define institutional quality, and it is quite possible that the figures reported by institutions are derived differently. For example, students admitted as exceptions to formal academic requirements may be omitted from some reported figures. Figure 2.3 gives average acceptance rates for the four types of institutions in 1985. These average acceptance rates were calculated by computing the acceptance rate within each institution, and then taking the average of the individual institutional acceptance rates. The average acceptance rate for two-

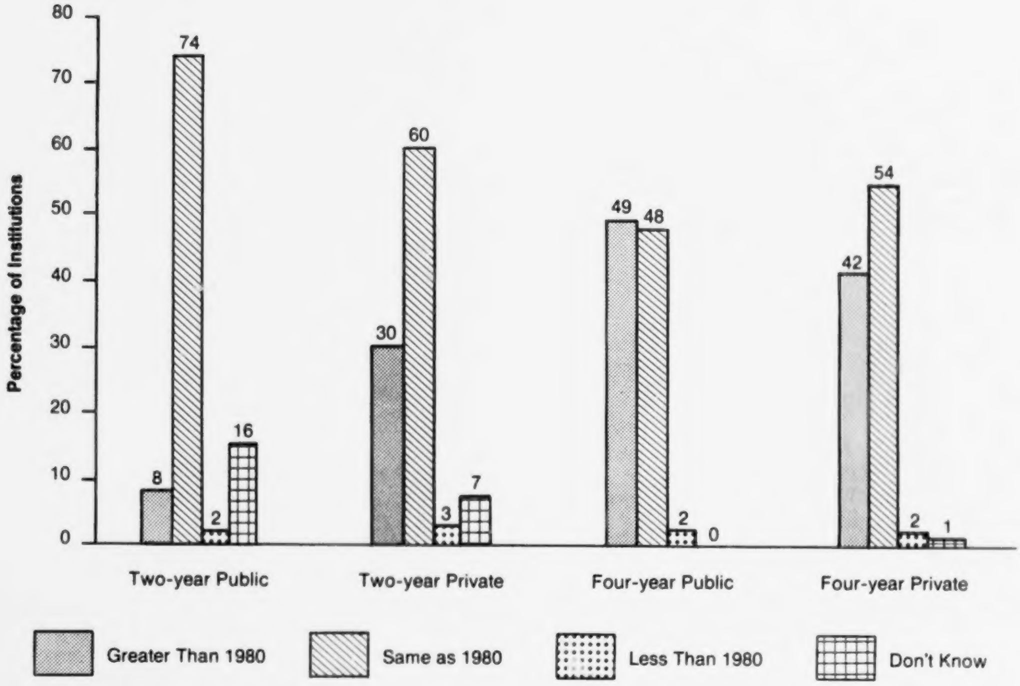


Figure 2.2
Trends in General Level of Selectivity, 1980 to 1985

TABLE 2.2

Trends in Admissions Standards as Viewed Retrospectively by Respondents: Changes Between 1980 and 1985

Type of Standard	Response[a]	Two-year Public N	Two-year Public %	Two-year Private N	Two-year Private %	Four-year Public N	Four-year Public %	Four-year Private N	Four-year Private %	All Institutions N	All Institutions %
General level of selectivity	L	15	2	7	3	9	2	19	2	50	2
	S	538	74	126	60	199	48	445	54	1,308	60
	H	56	8	64	30	202	49	345	42	667	31
	DK	118	16	14	7	1	0	8	1	141	7
Institutions		727	100	211	100	411	99	817	99	2,166	100
Coursework	L	15	2	11	5	3	1	4	0	33	2
	S	415	58	127	62	244	60	572	70	1,358	63
	H	101	14	36	18	156	39	220	27	513	24
	DK	179	25	41	15	2	0	17	2	239	11
Institutions		710	99	215	100	405	100	813	99	2,143	100
GPA/Class Rank	L	19	3	7	3	17	4	15	2	58	3
	S	385	54	115	56	239	59	470	58	1,209	57
	H	61	9	40	19	145	36	296	36	542	25
	DK	245	34	44	21	5	1	30	4	324	15
Institutions		710	100	206	99	406	100	811	100	2,133	100
Test Scores	L	25	4	14	7	19	5	32	4	90	4
	S	331	47	18	43	206	51	412	51	967	47
	H	89	13	50	24	172	43	315	39	626	31
	DK	264	37	53	26	5	1	44	5	366	18
Institutions		709	101	135	100	402	100	803	99	2,049	100

[a] L = Lower standards.
S = About the same standards.
H = Higher standards.
DK = Don't know.

year public institutions in 1985 was 95 percent; for two-year privates, 84 percent; and for both four-year publics and privates, 76 percent.

Figure 2.4 gives a graphic representation of selectivity in four-year institutions. From this figure, it can be seen that the pattern of selectivity in four-year private institutions is different from that of four-year public institutions. Only a very few privates (about 2 percent) and no publics have acceptance rates at or below 20 percent. In the 31-50 percent range, there is a little difference between publics and privates, though few of either have acceptance rates this low. In the 51-70 percent range there are more publics than privates, but in the 71-90 percent range there are more privates than publics. Interestingly, about a third of privates report acceptance rates in the 81-90 percent range. At the highest range, 91-100 percent, there are more publics than privates, with over a fourth of publics reporting acceptance rates in this range. Figures 2.3 and 2.4 show that "selective" admissions in the popular sense is somewhat different than the reality, since most colleges admit a large proportion of applicants. Most colleges accept most applicants; fewer than 8 percent reject one-half or more of their applicants.

For purposes of later comparisons, we classified institutions into four selectivity categories: *Most Selective* (50 percent or less acceptance), *More Selective* (51-80 percent acceptance), *Less Selective* (81-95 percent acceptance), and *Least Selective* (greater than 95 percent acceptance). These classifications, and those based on general admissions practices, are used in subsequent analyses of four-year institutions where it is believed that selectivity is an important factor. Table 2.3 compares four-year public and private institutions in terms of these selectivity categories. The largest proportion of institutions, both public and private, fall in the *More Selective* and *Less Selective* categories.

Table 2.4 cross-tabulates the institutions responding to the general admissions practices question with those providing information that permitted computation of acceptance rates. This comparison illustrates how conceptions of selectivity differ. For example, of 55 four-year public institutions that indicated their general admissions practices were open-door, only 49 percent (or 27 institutions) also reported that they acccepted more than 95 percent of applicants in 1985. And of 71 four-year private institutions that were classified as open-door, only 48 percent (or 34 institutions) accepted more than 95 percent of applicants in 1985.

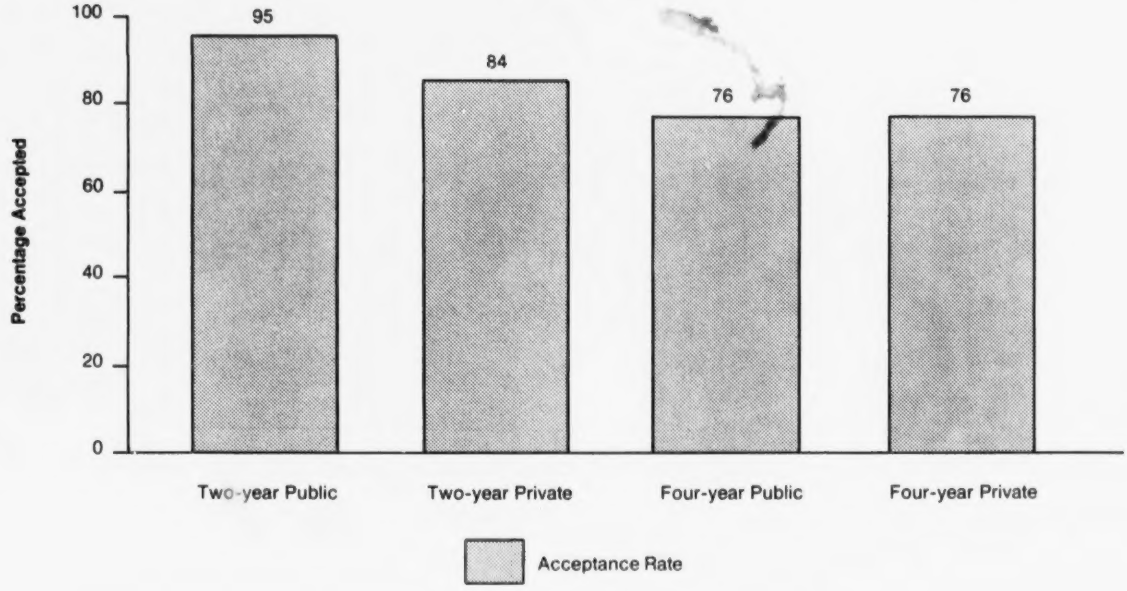


Figure 2.3
Average Acceptance Rates

From College Board's *Annual Survey of Colleges, 1986-87. Summary Statistics.* Copyright 1986 by the College Entrance Examination Board.

Acceptance Rates by Racial/Ethnic Group

Even though all institutions did not report applications and acceptances for all groups, it is possible to compare acceptance rates for different racial/ethnic groups for the institutions who reported this information. Large numbers of minorities are represented in the figure reported, and thus the acceptance rates computed are indicative of admissions practices affecting these groups. There are two methods by which acceptance rates may be computed. In one method, acceptance rates within individual institutions are computed, and then these institutional acceptance rates are averaged. Each institution is weighted equally in this method. Another method is to compute the ratio of all acceptances for all institutions divided by all applications for all institutions. In this second computational method, institutions receiving the most applications are weighted more heavily—i.e., the more selective institutions receive more weight than the less selective institutions. Consequently, overall acceptance rates are lower than average acceptance rates.

Table 2.5 gives acceptance rates for different groups of applicants in four-year public and private institutions computed by both methods. The table indicates little difference in average acceptance rates for different groups. The average acceptance rate, given in Table 2.5 and earlier in Figure 2.3, was 76 percent for both four-year public and private institutions. In public institutions, all subgroups except Blacks were within two percentage points of the overall rate. Blacks were accepted at a 70 percent rate. In private institutions, all subgroups except Blacks and American Indians were within two percentage points of the overall rate. American Indians were accepted at a 72 percent rate and Blacks at a 71 percent rate in four-year private institutions. Small differences could easily be due to the differences in institutional reporting.

An interesting phenomenon is observed when acceptance rates are computed by the overall method. Rather than averaging acceptance rates across institutions, one computes the proportion of all applications made that are accepted. Table 2.5 shows the results of this latter computation. The acceptance rates for the total decline to 72 percent in public institutions and 62 percent in private institutions. The reduction occurs because the more selective institutions have more applicants and thus are more heavily weighted than they were for the average acceptance rates. Note also that some subgroups, notably Asians, now have a somewhat lower acceptance rate in four-year private institutions (48 percent).

An analysis of this phenomenon revealed that more than half of Asian applications to private institutions were reported by *Most Selective* private institutions. In those institutions, Asian applications were accepted at a 30 percent rate, which was close to the total acceptance

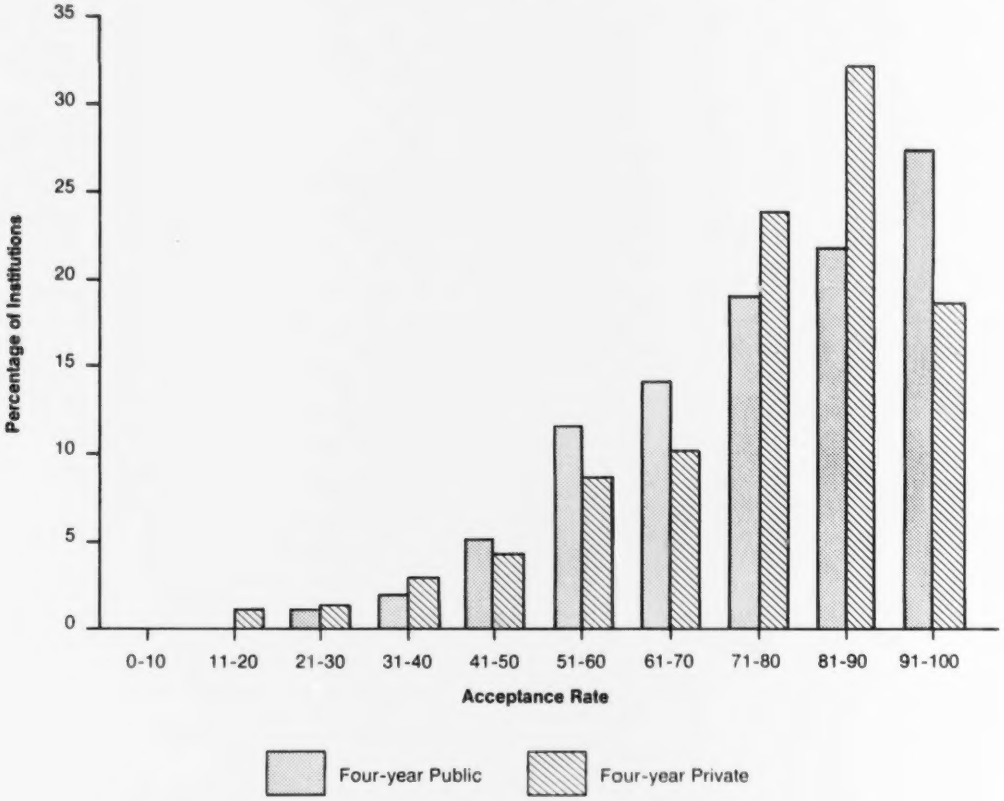


Figure 2.4
Distribution of Acceptance Rates
for Four-year Public and Private Institutions

TABLE 2.3

Distribution of Selectivity Classifications for Four-year Institutions

Classification	**Acceptance Rate**	**Distribution of Four-year Institutions** Public	Private
Most Selective	50% or less	8%	9%
More Selective	51 - 80%	43%	40%
Less Selective	81 - 95%	32%	39%
Least Selective	>95%	17%	12%
Number of Institutions		388	792

TABLE 2.4

Cross-classification of Four-year Institutions by Acceptance Rate and General Admissions Practices

Acceptance Rate	**General Admissions Practices** Open-door	Selective	Competitive	**Number of Institutions**
Four-year Public				
50% or less	0%	4%	38%	29
51% - 80%	18%	46%	54%	164
81% - 95%	33%	37%	6%	124
>95%	49%	13%	2%	63
	100%	100%	100%	
Number of Institutions	55	275	50	380
Four-year Private				
50% or less	0%	2%	46%	69
51% - 80%	21%	43%	45%	316
81% - 95%	31%	47%	9%	305
>95%	48%	8%	0%	79
	100%	100%	100%	
Number of Institutions	71	580	118	769

TABLE 2.5

Acceptance Rates in Four-year Institutions Computed by Two Methods, by Racial/Ethnic Group

	Four-year Public			**Four-year Private**		
Group	Number of Institutions	Average Acceptance Rate	Overall Acceptance Rate	Number of Institutions	Average Acceptance Rate	Overall Acceptance Rate
Total	328	76%	72%	689	76%	62%
American Indian	166	74%	76%	304	72%	63%
Asian	167	75%	66%	338	76%	48%
Black	182	70%	65%	372	71%	61%
Hispanic	171	74%	69%	331	74%	59%

Note. Two methods were used to compute acceptance rates.

Average Acceptance Rate: The acceptance rate was computed first for each institution separately, then these acceptance rates were averaged across institutions.

Overall Acceptance Rate: The total number of acceptances reported for all institutions was divided by the total number of applications reported for all institutions.

rate of 34 percent (see Table 2.6). The higher Asian application rate to these institutions reduces their overall acceptance rate. American Indians, Blacks, and Hispanics were accepted at slightly higher overall rates in *Most Selective* private institutions (41 percent, 45 percent, and 40 percent, respectively). Blacks have a 53 percent average acceptance rate and Hispanics a 49 percent average acceptance rate, higher rates than those for other groups applying to *Most Selective* institutions. Thus, it would appear that Blacks and Hispanics have a slightly better chance of admission to *Most Selective* institutions than do other candidates. But Black acceptance rates are lower than the rate for the total group in *More Selective* and *Less Selective* institutions using either method of computation.

Program and Departmental Standards

Some institutions have programs or departments that have standards that differ from those of the host institution. Table 2.7 shows that 78 percent of the two-year public, 29 percent of the two-year private, 68 percent of the four-year public, and 30 percent of the four-year private institutions reported having such programs or departments. These figures indicate that public institutions are much more likely to have programs or departments with differing standards. Table 2.7 gives the average percentages of students admitted in Fall 1985 to programs or departments that were more selective than the general admissions practices of the institution. The average percentage reported of students

TABLE 2.6

Acceptance Rates in Four-year Institutions
Computed by Two Methods, by Racial/Ethnic Group and Selectivity

	Four-year Public			Four-year Private		
Selectivity/ Group	Number of Institutions	Average Acceptance Rate	Overall Acceptance Rate	Number of Institutions	Average Acceptance Rate	Overall Acceptance Rate
Most Selective Institutions						
Total	28	42%	38%	69	42%	34%
American Indian	13	55%	42%	38	44%	41%
Asian	14	49%	47%	44	47%	30%
Black	14	45%	40%	44	53%	45%
Hispanic	14	46%	50%	43	49%	40%
More Selective Institutions						
Total	151	68%	68%	276	72%	68%
American Indian	85	68%	68%	108	72%	64%
Asian	85	71%	67%	126	76%	69%
Black	94	61%	60%	142	64%	60%
Hispanic	86	69%	65%	125	69%	63%
Less Selective Institutions						
Total	105	88%	87%	274	85%	84%
American Indian	46	84%	85%	119	77%	72%
Asian	45	82%	81%	128	84%	82%
Black	51	81%	80%	141	78%	67%
Hispanic	48	82%	85%	127	85%	82%
Least Selective Institutions						
Total	44	98%	97%	67	94%	93%
American Indian	22	94%	93%	37	97%	97%
Asian	23	97%	98%	38	93%	88%
Black	23	95%	96%	42	91%	96%
Hispanic	23	94%	97%	34	97%	92%

Note. Two methods were used to compute acceptance rates.

Average Acceptance Rate: The acceptance rate was computed first for each institution separately, then these acceptance rates were averaged across institutions.

Overall Acceptance Rate: The total number of acceptances reported for all institutions was divided by the total number of applications reported for all institutions.

who applied that were admitted to these programs or departments was 20 percent for both two-year private and four-year public institutions; for four-year privates the average was 23 percent and for two-year publics, 12 percent. The survey also asked what percentage of students admitted to more selective programs or departments were minorities. The average reported was 11 percent for all institutional categories except two-year private institutions with 12 percent.

TABLE 2.7

Program and Departmental Standards

		Two-year		Four-year	
		Public	Private	Public	Private
Percentage of institutions reporting that they have individual departments or programs whose admissions practices are different in selectivity than the general admissions practices of the institution	N %	735 78	213 29	409 68	823 30
Average percentage of students admitted in Fall 1985 to programs that are more selective	N %	495 12	55 20	215 20	212 23
Average percentage of students admitted to more selective programs who are minorities	N %	399 11	46 12	154 11	159 11

3. *Basic Policies, Practices, and Procedures in Two-year and Four-year Institutions*

The college admissions process is governed by policies, practices, and procedures established by the individual institution, state and local governing boards, or a combination of these bodies. These policies and practices are the most visible side of the admissions process for students, parents, and high schools. This chapter provides a description of the current state of the admissions process by presenting responses to questions about basic policies, practices, and procedures in three broad areas: (1) the responsibility for and organization of the admissions process, (2) policies and requirements surrounding the process, and (3) special services such as counseling and remediation that are often provided as bridges to the institutions for students who may not be fully prepared academically.

Admissions Responsibility and Organization

Admissions policies and practices are determined by a variety of individuals and groups, ranging from students to state legislatures. Some individuals or groups are more involved in establishing broad guidelines for admissions, whereas others have substantial input in setting specific policies. Tables 3.1 and 3.2 show the percentage of institutions indicating the responsibility of various groups for these two functions in 1979 and 1985.

In general, little change seems to have occurred between 1979 and 1985 in terms of responsibilities for establishing broad guidelines in four-year institutions. Among four-

TABLE 3.1

Primary Responsibility for Broad Guidelines on Freshman Admissions

		Percentage of Institutions Indicating Responsibility				
Staff Type		Two-year Public	Two-year Private	Four-year Public	Four-year Private	All Institutions
Admissions Committee	1979	13%	44%	28%	53%	36%
	1985	20%	35%	30%	50%	35%
Admissions Staff	1979	27%	32%	32%	39%	34%
	1985	22%	31%	32%	38%	31%
Chief Executive Officer	1979	41%	48%	41%	39%	41%
	1985	30%	48%	33%	45%	38%
Executive Council of Deans	1979	30%	28%	21%	25%	26%
	1985	29%	32%	25%	36%	31%
Faculty Senate	1979	5%	5%	19%	15%	13%
	1985	11%	14%	24%	21%	17%
Individual Senate	1979	8%	5%	5%	2%	4%
	1985	6%	9%	5%	6%	6%
Board of Trustees/Other Governing Body	1979	46%	19%	42%	19%	32%
	1985	40%	32%	45%	32%	37%
Students	1979	1%	1%	1%	3%	2%
	1985	7%	10%	5%	7%	7%
State Legislature	1979	33%	2%	14%	1%	13%
	1985	34%	11%	23%	3%	18%
State Coordinating Board/1202 Commission	1979	21%	2%	9%	1%	8%
	1985	17%	9%	13%	3%	10%
Institutions Responding	1979	401	81	333	648	1,463
	1985	745	218	413	827	2,203

TABLE 3.2

Primary Responsibility for Specific Policies on Freshman Admissions

		Percentage of Institutions Indicating Responsibility				
Staff Type		Two-year Public	Two-year Private	Four-year Public	Four-year Private	All Institutions
Admissions Committee	1979	17%	52%	29%	46%	34%
	1985	19%	38%	31%	44%	32%
Admissions Staff	1979	40%	48%	48%	52%	48%
	1985	29%	44%	42%	46%	39%
Chief Executive Officer	1979	33%	30%	25%	25%	27%
	1985	23%	43%	28%	29%	28%
Executive Council of Deans	1979	31%	26%	17%	14%	20%
	1985	29%	28%	24%	26%	27%
Faculty Senate	1979	3%	1%	13%	9%	8%
	1985	7%	7%	17%	9%	10%
Individual Senate	1979	12%	9%	11%	5%	8%
	1985	2%	3%	2%	1%	2%
Board of Trustees/Other Governing Body	1979	23%	4%	19%	6%	14%
	1985	26%	13%	23%	11%	18%
Students	1979	1%	0%	0%	2%	1%
	1985	2%	1%	2%	1%	2%
State Legislature	1979	10%	1%	5%	4%	6%
	1985	14%	4%	10%	0%	7%
State Coordinating Board/1202 Commission	1979	7%	1%	6%	0%	3%
	1985	10%	2%	10%	1%	6%
Institutions Responding	1979	401	81	333	648	1,463
	1985	745	218	413	827	2,203

year public institutions, the board of trustees or other governing body remained the most frequently cited group (indicated by 45 percent of the 1985 respondents and 42 percent of the 1979 respondents). There is a slight indication among four-year public institutions that the responsibility for establishing broad guidelines is being shared more widely than in the past. In particular, the state legislature's influence appears to have increased; it was considered to have primary responsibility by 23 percent of the four-year public institutions in 1985 but by only 14 percent in 1979. The gains in legislative influence appear to be at the expense of the chief executive officer, the only party in the enterprise for whom a decrease is reported, from 41 percent in 1979 to 33 percent in 1985.

A similar, slight trend toward greater diversity of participation may be seen in the four-year private institutions, but here with an increase rather than a decrease in participation by chief executives. While in half of these colleges the admissions committee is considered to have primary responsibility for establishing broad guidelines, the trend seems to be toward greater responsibility of higher level officers, perhaps a reflection of the increasing importance of admissions in the four-year private colleges. Boards of trustees appear to have increased their participation from 19 percent in 1979 to 32 percent in 1985. Executive councils of deans and chief executive officers also have increased their participation.

Some fairly strong shifts in the responsibility for establishing broad admissions guidelines may be noted in two-year public institutions. In many cases, the trends in the two-year publics are similar in direction and magnitude to those in the four-year public institutions. Most noteworthy is a loss in the influence of the chief executive officer (reported responsible by only 30 percent of the two-year publics in 1985 but by 41 percent in 1979). Boards of trustees also lessened their participation somewhat, although they are still perceived as influential by 40 percent of the two-year public institutions. Increases in participation were noted for admissions committees, faculty senates, and students.

Trends in two-year private institutions tended to parallel those in the four-year privates. Boards of trustees showed a particularly strong increase in participation (from 19 percent in 1979 to 32 percent in 1985). In fact, all groups except for the admission committee tended to increase or maintain their levels of responsibility for establishing broad guidelines in two-year private institutions.

When asked who was responsible for setting specific admissions policies, 42 percent of the four-year public institutions responding indicated the admissions staff (down from 48 percent in 1979; see Table 3.2). Most other groups gained slightly in voice in the four-year publics from 1979 to 1985. In the four-year private institutions, the responsibility for setting specific policies rested most notably with the admissions committee (44 percent) and the admissions staff (46 percent), with only slight changes for most other groups noted between 1979 and 1985. The percentages of four-year privates allocating responsibility for setting specific policies to deans and trustees increased somewhat, however.

Among two-year public institutions, a decrease in the policy-setting participation of admissions staff and chief executive officers was partially offset by increases in the influence of boards of trustees and state legislatures. Two-year private institutions showed greater changes, but these may be a result of the sampling differences between 1979 and 1985 discussed earlier.

Overall, responsibilities for establishing broad guidelines and setting specific policies tended to rest with the same groups in 1985 as in 1979 in both public and private two-year and four-year institutions, but there is a slight tendency toward greater influence being exercised by higher level groups such as deans, chief executives, and trustees now than there was five years ago.

The average admissions staff in a four-year institution consists of five professionals and three to five clerical support staff. In two-year colleges the staff size is typically about half that size. But in both kinds of institutions, the typical or median values do not convey the considerable range in size of staff needed to recruit, process applications, and make admissions decisions. Table 3.3 shows the number of institutions responding to survey questions dealing with staff, and provides the median number of staff members, the range (10th to 90th percentile) of the number of staff members, and the mean percent minority for both professional and clerical staff in two-year and four-year public and private institutions.

Consistent with their greater emphasis on recruitment and more selective admissions policies, four-year institutions tend to have larger staffs than do two-year institutions, and, consistent with enrollment size, four-year public institutions tend to have the largest staffs. Staff size is, at least to some degree, a function of the number of students an institution enrolls each year. Table 3.4 shows, for each of the four types of institutions, the median and the range in number of professional staff members in institutions in small, medium, and large size categories. (See Technical Note 3, Appendix D.) It is clear that freshman class size and institutional type affect the size of the admissions staff but by no means determine it. Even within a homogeneous category of institutions such as larger four-year privates, the professional staff size may vary from four to 14 individuals, presumably reflecting the degree of commitment of staff to student recruitment activities.

The average percentage of staff who are members of minority groups is shown in Table 3.3. In both the professional and clerical categories, and in both two-year and four-year institutions, public colleges had somewhat higher percentages of minority group members on their staffs than did private colleges. In the average four-year public institution, 22 percent of the professional staff and 19 percent of the clerical staff belonged to minority groups, slightly above the proportion of minority applicants to these institutions (17 percent; see Table 5.5).

TABLE 3.3

Number of Admissions Staff Members in Two-year and Four-year Public and Private Institutions

		Two-year		**Four-year**	
Category	**Statistic**	Public	Private	Public	Private
Professional Staff					
	N Schools	723	214	407	813
	Median N	2.0	3.0	5.0	5.0
	Range[a]	1-6	1-12	1-12	1-10
	Mean Percent Minority	17%	11%	22%	10%
Clerical/Support Staff					
	N Schools	723	212	405	805
	Median N	2.0	1.3	5.5	3.0
	Range[a]	1-12	1-6	1-22	1-10
	Mean Percent Minority	19%	18%	19%	11%

[a] Range is from the 10th to the 90th percentiles of the distributions of the number of staff.

TABLE 3.4

Average Number and Range in Number of Professional Admissions Staff as a Function of Institutional Size

Institution Type	Institution Size Category	Number of Freshmen	Median Number of Professional Staff	Range[a] in Number of Professional Staff
Two-year Public	Small	(< 425)	1.5	1-3
	Medium	(425-900)	1.9	1-5
	Large	(> 900)	2.0	1-6
Two-year Private	Small	(< 210)	2.0	1-4
	Medium	(210-400)	3.1	1-6
	Large	(> 400)	3.8	1-12
Four-year Public	Small	(< 600)	3.5	1-7
	Medium	(600-1,600)	4.8	2-10
	Large	(> 1,600)	7.2	3-15
Four-year Private	Small	(< 300)	4.0	1-6
	Medium	(300-500)	6.0	3-8
	Large	(> 500)	8.0	4-14

[a] Range is from the 10th to the 90th percentiles of the distributions of the number of professional staff.

Among four-year private institutions, the average percentage of minority admissions staff members (10 percent of the professional and 11 percent of the clerical staff) is slightly below the proportion of minorities in their applicant pool (14 percent).

Admissions Policies and Requirements

Evidence of high school graduation and admissions test scores are basic requirements in many institutions. Requirements for particular high school curricula or specified levels of achievement on tests or grade point averages are more commonly stipulated in four-year institutions and were covered in detail by the four-year questionnaire (see Chapter 4). Questions about the most basic requirements were asked on the College Board's 1986-87 Annual Survey of Colleges, which was the source for the data presented in Table 3.5. (See Technical Note 4, Appendix D.)

Table 3.5 clearly indicates that evidence of high school graduation is the most important among the basic requirements. More than 90 percent of all four-year institutions require evidence of high school graduation or its equivalent before they will further consider an application. Among two-year publics the rate is 62 percent; in two-year privates it is 82 percent.

There are greater differences between two-year and four-year institutions in the requirement of a college preparatory program. Few of the two-year institutions (3 percent of the publics and 12 percent of the privates) have this requirement, in contrast to more than half of the four-year institutions (60 percent of the publics and 61 percent of the privates).

The vast majority of four-year institutions (93 percent of the publics and 88 percent of the privates) require admissions test scores (see section II of Table 3.5), but most two-year institutions (71 percent of the publics and 68 percent of the privates) have no such requirement. Among four-year institutions, most will accept scores from *either* the Scholastic Aptitude Test (SAT) *or* the ACT Assessment (34 percent of the publics and 40 percent of the privates chose this category), although some colleges indicate a requirement or a preference for one or the other test.

Degree Candidacy and Provisional Admission to Candidacy in Two-year Institutions

Many of the same criteria used for determining admission also are used for determining whether to permit students to matriculate in a degree program in two-year institutions. Table 3.6 shows the use of each criterion in two-year public and private institutions. It is obvious that degree candidacy requirements are considerably more stringent in private than in public institutions. About 42 percent of the private colleges employ high school GPA to determine eligibility for degree candidacy (compared to only 12 percent of the public institutions), and a third or more of the private institutions use high school rank, admissions tests, basic skills tests, and locally developed tests (compared to 25 percent or fewer of the public institutions). On the other hand, a higher percentage of private (46 percent) than public (35 percent) two-year institutions offer provisional admission to degree candidacy.

TABLE 3.5

Basic Credentials Required by Undergraduate Institutions

Credential	Number and Percent of Schools Requiring				
	Two-year Public	Two-year Private	Four-year Public	Four-year Private	All Institutions
I. Evidence of High School Graduation or Equivalent					
A. High School Diploma Required	548 62%	237 82%	472 94%	1,058 94%	2,315 83%
B. High School Diploma Plus College Preparatory Program[a]	17 3%	33 12%	284 60%	648 61%	982 42%
C. GED Accepted in Lieu of High School Diploma[a]	539 98%	237 100%	464 98%	980 93%	2,220 96%
II. Admissions Test Scores					
SAT	22 2%	5 2%	80 16%	72 6%	179 6%
ACT	77 9%	16 5%	60 12%	68 6%	221 8%
Either SAT or ACT	65 7%	28 9%	169 34%	443 40%	705 25%
Either, SAT Preferred	9 1%	26 9%	69 14%	245 22%	349 13%
Either, ACT Preferred	85 10%	19 7%	89 17%	157 14%	350 13%
Neither, or No Response	631 71%	196 68%	36 7%	136 12%	999 35%

Note. From *Annual Survey of Colleges, 1986-87: Summary Statistics* by the College Board, 1986, New York: College Entrance Examination Board.

[a] The base N for the calculation of these percentages is the number requiring a high school diploma.

TABLE 3.6

Criteria Used to Determine Eligibility for Degree Candidacy in Two-year Institutions

Criterion	Number and Percentage Using Criterion					
	Two-year Public		Two-year Private		All Two-year	
	N	Percentage	N	Percentage	N	Percentage
High School GPA	88	12%	90	42%	178	18%
High School Rank	65	9%	71	34%	136	14%
Admission Tests (ACT or SAT)	126	18%	67	32%	193	20%
Basic Skills Tests	179	25%	71	34%	250	26%
Locally Developed Tests	146	21%	70	35%	216	22%
Provisional Admission						
Yes	250	35%	99	46%	349	36%

Information Provided to Prospective Students

As Table 3.7 indicates, virtually all institutions provide students with information about the basis for admissions decisions (87 percent of two-year publics, 94 percent of two-year privates, 95 percent of four-year publics, and 93 percent of four-year privates provide this information). Information about the types and amounts of financial aid available as well as information about exceptions to standard admissions policy also are widely available. Four-year institutions are more likely to provide profiles of the high school rank in class of prior years' students. Public institutions (both two-year and four-year) are more likely than private institutions to provide students with information on completion or retention rates. Least frequently provided are tables or equations to permit students to estimate admissibility or probable first-year achievement.

Admissions Research Performed by Institutions

Preparing profiles of incoming freshmen and conducting retention studies are the most frequent types of admission research reported (see Table 3.8). Greater percentages of four-year institutions do research of each type than do two-year institutions. Profiles of incoming freshmen are prepared by 74 percent of both four-year public and four-year private institutions but by only 36 percent and 38 percent of two-year public and private institutions, respectively.

TABLE 3.7

Information Institutions Provide to Prospective Students

	Percentage Providing Information[a]				
Type of Information	Two-year Public	Two-year Private	Four-year Public	Four-year Private	All Institutions
I. General Information					
A. Basis for Admissions Decisions	87%	94%	95%	93%	91%
B. Exception to Standard Admissions Policy	73%	75%	80%	73%	75%
II. Admissibility and Achievements					
A. Profiles of High School Rank in Class of Prior Years' Admitted Students	11%	19%	48%	52%	34%
B. Profiles of First-year Achievements of Admitted Students	20%	30%	34%	31%	28%
C. Equations to Estimate Admissibility	—	—	27%	14%	18%
D. Equations to Estimate Probable First-year Achievement	—	—	20%	12%	15%
III. Financial Aid					
A. Financial Aid Available to "Typical" Students	93%	94%	90%	93%	93%
B. Equations to Estimate Amount of Financial Aid That Might Be Awarded	70%	75%	61%	71%	69%
IV. Outcome Measures					
A. Completion or Retention Rates	45%	72%	58%	69%	59%
B. Employment Experience or Average Salary for Graduates	67%	72%	69%	66%	67%
C. Percentage of Graduates Who Enroll in Graduate or Professional Schools	—	—	68%	80%	76%
D. Percentage of Graduates Who Transfer to Four-year Institutions	67%	72%	—	—	68%
Institutions Responding	745	218	413	827	2,203

[a] The two response categories "yes, but only on request" and "yes, routinely" were collapsed to produce the percentage providing information.

Freshman validity studies are conducted by only one out of ten two-year institutions, and by half of the four-year public colleges and about 40 percent of the four-year private colleges. Validity studies for specific subgroups of students also are produced, but by slightly fewer colleges.

Retention studies appear to be of interest to all types of institutions; approximately 40 percent of the two-year colleges and two-thirds of the four-year colleges conduct them.

Policies on Out-of-District or Out-of-State Students

Very few institutions indicate that they limit the number of out-of-district or out-of-state students (see Table 3.9). Recognition of shrinking applicant pools and the search for more qualified students may be the reason for limits being reduced since 1979, when a higher percentage of four-year publics had limits in place.

Out-of-state students, while in the minority, still constitute a sizable fraction of the college freshman class: 42 percent in four-year private, 29 percent in two-year private, 14 percent in four-year public, and 5 percent in two-year public institutions.

TABLE 3.8

Types of Admissions Research Performed by Institutions

	Number and Percentage of Institutions Conducting Research				
Type of Research	Two-year Public	Two-year Private	Four-year Public	Four-year Private	All Institutions
Profiles of Incoming Freshmen	263 36%	78 38%	295 74%	592 74%	1,228 56%
Validity Studies for Total Freshman Population	81 11%	22 10%	194 50%	296 38%	593 27%
Validity Studies for Different Groups of Students	70 10%	15 7%	147 38%	178 23%	410 19%
Retention Studies for Different Groups of Students	292 40%	80 38%	259 66%	450 57%	1,081 49%

TABLE 3.9

Policies on Out-of-State or Out-of-District Students

	Two-year Public	**Two-year Private**	**Four-year Public**	**Four-year Private**	**All Institutions**
Average Percentage of 1985 Matriculants from Out-of-District or Out-of-State[a]	5%	29%	14%	42%	34%
Number of Respondents	868	274	493	1,107	2,742
Number and Percentage of Institutions Reporting a Limit on Out-of-District or Out-of-State Students	19 3%	3 1%	55 14%	2 1%	79 3%
Number and Percentage of Institutions Reporting a Limit in 1979	19 5%	0 0%	79 24%	2 1%	100 4%

[a] From *Annual Survey of Colleges, 1986-87: Summary Statistics* by the College Board, 1986, New York: College Entrance Examination Board.

Appeals Procedures for Rejected Applicants

Most institutions provide some way for rejected applicants to appeal their admissions decision. In most cases, the appeals procedure is not formalized (see Table 3.10), but the admissions staff will review a decision at the request of the student. Overall, about one college in five routinely informs rejected applicants about their appeals procedures. A roughly similar proportion of colleges makes formal appeals procedures available to the student who inquires.

Special Services

Institutions offer a wide array of services, some of which are available to all students and some of which target particular subgroups of students. The availability of certain services may be a factor in a prospective student's decision to apply and may, in this sense, be considered a recruitment technique as well as an academic or student service.

Remedial and Developmental Services

Most institutions offer some types of remedial or developmental services to inadequately prepared students (see Table 3.11). In general, public institutions (both two-year and four-year) were more likely to offer such services than were their private counterparts. Remedial instruction, for example, was offered by almost all two-year public institutions and by three-quarters of the four-year publics. Among the private institutions, the rate drops to 50 percent and 60 percent for two-year and four-year schools, respectively. Other supporting services (tutoring, learning centers, reduced course loads) follow a similar pattern.

Student Services

A whole host of student services, ranging from personal counseling to services for handicapped students to day care, are available on college campuses. Such services may serve as inducements for students with special needs to apply (see Table 3.12). Eight out of ten of every type of institution offered personal counseling and career counseling; seven of ten offered employment services for undergraduates and placement services for graduates. In general, services of every kind were more frequently available in public than in private institutions. This is especially true of all types of services to the handicapped, perhaps because of governmental standards. Four-year institutions also were more likely than two-year institutions to provide health services, placement services, special advisors for adult students, and on-campus day care.

Diagnostic and Placement Tests and Developmental Programs in Two-year Institutions

The vast majority of two-year institutions administer diagnostic or placement tests in various subject areas (see Table 3.13). As in the case of remedial services, diagnostic/placement tests were used more frequently in public than in private two-year institutions. Most frequently required were tests of reading and arithmetic or computation. Least frequently required were tests of study skills. Developmental programs for students who are inadequately prepared are prevalent in two-year institutions (see Table 3.14). Once again, such programs are more common in public than in private institutions. More than 90 percent of two-year public institutions provide developmental programs in reading, writing,

TABLE 3.10

Procedures for Rejected Applicants to Appeal Admissions Decision

Procedure		Two-year Public	Two-year Private	Four-year Public	Four-year Private	All Institutions
Have appeal procedure; rejected applicants routinely informed	1979	16%	15%	23%	10%	15%
	1985	26%	17%	26%	12%	20%
Have appeal procedure; applicants informed if they inquire	1979	14%	19%	32%	20%	21%
	1985	15%	15%	36%	25%	21%
No formal procedure, but admissions office reviews on request	1979	22%	49%	36%	55%	42%
	1985	25%	42%	31%	48%	37%
No appeal procedure	1979	39%	15%	7%	14%	19%
	1985	34%	25%	6%	16%	21%
Institutions Responding	1979	365	79	329	641	1,414
	1985	688	213	407	818	2,126

arithmetic, and algebra. It is probably not coincidental that approximately the same percentage of two-year public institutions consider themselves open-door (see Figure 2.1). Sixty-five percent or more of the private institutions provide programs in reading, writing, and arithmetic. English as a Second Language programs were the least frequently provided in both public (58 percent) and private institutions (25 percent).

TABLE 3.11

Remedial and Developmental Services

	Number and Percentage of Institutions Offering Service				
Type of Service	Two-year Public	Two-year Private	Four-year Public	Four-year Private	All Institutions
Preadmission Summer Program	227 25%	56 19%	210 42%	321 29%	814 29%
Reduced Course Load	491 56%	136 47%	319 63%	760 68%	1,706 61%
Remedial Instruction	827 93%	161 56%	381 76%	600 53%	1,969 70%
Tutoring	758 85%	179 62%	464 92%	867 77%	2,268 81%
Special Counselor	499 56%	101 35%	368 73%	599 54%	1,567 56%
Learning Center	725 82%	83 29%	348 69%	507 46%	1,663 59%

Note. From *Annual Survey of Colleges, 1986-87: Summary Statistics* by the College Board, 1986, New York: College Entrance Examination Board.

TABLE 3.12

Student Services Offered by Institutions

	Percentage of Institutions Offering Service				
Service	Two-year Public	Two-year Private	Four-year Public	Four-year Private	All Institutions
Personal Counseling	97%	85%	99%	97%	97%
Career Counseling	95%	80%	97%	92%	92%
Aptitude Testing	69%	33%	74%	49%	58%
Health Services	45%	36%	94%	81%	67%
Employment Services for Undergraduates	83%	67%	93%	86%	84%
Placement Services for Graduates	81%	72%	97%	88%	86%
Wheelchair Accessibility	75%	37%	75%	46%	60%
Services for the Visually Impaired	36%	4%	50%	16%	27%
Services for the Hearing Impaired	36%	4%	42%	11%	23%
Services for Those With Speech Disorders	20%	2%	34%	5%	14%
Services for Those With Learning Disabilities	30%	4%	34%	10%	20%
Special Advisor for Adult Students	22%	18%	43%	32%	29%
On-Campus Day Care	33%	6%	47%	14%	25%
Veterans Counselor	76%	34%	80%	34%	55%
Institutions Responding	889	289	503	1,121	2,802

Note. From *Annual Survey of Colleges, 1986-87: Summary Statistics* by the College Board, 1986, New York: College Entrance Examination Board.

TABLE 3.13

Diagnostic/Placement Tests in Two-year Institutions

	Two-year Public		Two-year Private		All Two-year Institutions	
Diagnostic/Placement Test	N	Percentage	N	Percentage	N	Percentage
Reading						
Not Required	59	8%	65	31%	124	13%
Required of Selected Students	310	43%	36	18%	346	37%
Required of All Students	356	49%	105	51%	461	50%
	725	100%	206	100%	931	100%
Writing						
Not Required	95	13%	71	35%	166	18%
Required of Selected Students	287	40%	31	15%	318	35%
Required of All Students	332	47%	102	50%	434	47%
	714	100%	204	100%	918	100%
Arithmetic or Computation						
Not Required	69	10%	63	31%	132	14%
Required of Selected Students	315	43%	40	19%	355	38%
Required of All Students	340	47%	103	50%	443	48%
	724	100%	206	100%	930	100%
Algebra						
Not Required	162	25%	112	57%	274	32%
Required of Selected Students	315	48%	37	19%	352	42%
Required of All Students	174	27%	46	24%	220	26%
	651	100%	195	100%	846	100%
English as a Second Language						
Not Required	346	52%	143	75%	489	57%
Required of Selected Students	279	42%	32	17%	311	37%
Required of All Students	37	6%	15	8%	52	6%
	662	100%	190	100%	852	100%
Study Skills						
Not Required	424	66%	144	75%	568	68%
Required of Selected Students	179	28%	30	16%	209	25%
Required of All Students	42	6%	17	9%	59	7%
	645	100%	191	100%	836	100%

TABLE 3.14

Developmental Programs for Inadequately Prepared Students in Two-year Institutions

	Number and Percentage Indicating Program					
	Two-year Public		Two-year Private		All Two-year Institutions	
Developmental Program	N	Percentage	N	Percentage	N	Percentage
Reading	706	96%	139	66%	845	89%
Writing	684	94%	136	65%	820	88%
Arithmetic or Computation	694	95%	135	65%	829	88%
Algebra	616	91%	86	45%	702	81%
English as a Second Language	382	58%	48	25%	430	50%
Study Skills	588	85%	112	55%	700	78%

4. Policies, Practices, and Procedures Specific to Four-year Institutions

The 1985 survey asked four-year institutions to respond to a number of questions concerning high school course requirements, the use of admissions test scores, minimum standards for admission, exceptions to admissions requirements, and the importance or weighting of various factors in admissions now compared to five years ago. Their responses suggest some distinct changes, particularly among public institutions with regard to high school requirements and minimum high school grade averages required for admission.

High School Course Requirements

A number of state institutions in recent years have increased their requirements for years of high school study in certain course areas (Connecticut Board of Governors for Higher Education, 1983; Goertz & Johnson, 1985; Thomson, 1982; Western Interstate Commission on Higher Education, 1982). Sixteen states have either adopted or proposed increased requirements. These new requirements, most often in mathematics and science, generally exceed those required for high school graduation. Several of the states adopting more stringent course requirements report that they have established exemption policies for some students not meeting coursework requirements. These increased requirements for public institutions are reflected in the survey results in Table 4.1. The proportion of four-year public institutions that have minimum requirements in English, mathematics, physical sciences, and social studies is substantially higher in 1985. There is also a small increase in requirements for high school foreign language study among these institutions. In the biological sciences, the trend is not clear.

In English and mathematics, about the same proportion of four-year public institutions as four-year private institutions now have requirements, and they are of about the same level, eliminating a gap existing five years earlier. In English, 71 percent of the four-year publics reported that they require an average of 3.8 years of study, the same percentage reported by four-year privates for 1980 and the same average number of years required by privates for all three years available. In mathematics (with 67 percent requiring), the four-year publics are at about the same proportion as the privates. Mean years of study required in mathematics also were about the same in 1985 for publics and privates. In the sciences, social studies, and foreign languages, public colleges also have increased their requirements, but they are still below those of the privates, especially in foreign languages. In contrast to public institutions, private institutions' requirements have remained relatively constant.

Do these increased course requirements in public colleges vary with institutional selectivity as reflected in

TABLE 4.1

Percentages of Institutions Reporting High School Course Requirements and Mean Years of Study in Various Subject Areas Required in Four-year Institutions

		Public			Private		
Subject Area		1979	1980[a]	1985	1979	1980[a]	1985
English	%	56	60	71	72	71	72
	Mean	3.7	3.6	3.8	3.8	3.8	3.8
Mathematics	%	51	55	67	70	67	68
	Mean	2.1	2.2	2.4	2.3	2.4	2.5
Physical Sciences	%	36	35	43	51	49	52
	Mean	1.2	1.4	1.5	1.3	1.4	1.4
Biological Sciences	%	41	33	39	57	52	53
	Mean	1.1	1.2	1.3	1.3	1.2	1.2
Social Studies	%	45	45	53	63	63	64
	Mean	2.0	2.0	2.3	2.1	2.2	2.3
Foreign Languages	%	15	13	18	38	31	33
	Mean	2.0	2.0	2.0	2.1	2.1	2.1
Number of Institutions		333	356	371	648	676	702

[a] Retrospective data from 1985 survey.

admissions rates? In general, the answer is yes (see Table 4.2). For example, in the *Most Selective* category, 87 percent of institutions reported an English requirement in 1985, whereas only 78 percent reported one in 1979. In the *More Selective* category, the percentages of four-year public institutions reporting an English requirement increased from 67 percent to 82 percent. But the *Least Selective* category reported little change from 1980 to 1985. A similar pattern occurs for mathematics and other course areas. in contrast, course requirements for four-year private institutions (Table 4.3) appear not to have changed much for any of the selectivity levels.

Minimum Standards for Admission

In addition to high school coursework requirements, many institutions have minimum standards for high school grade point averages, high school rank in class, or admissions test scores below which applicants are generally not admissible. (There are, however, exceptions to these formal academic requirements.) Table 4.4 presents a comparison of minimum requirements reported in 1979 and 1985 for public and private four-year institutions. A minimum high school grade average is the most frequent requirement for both public and private institutions. Taken together, about four out of five colleges have a requirement including either high school grade average or high school rank in class. About one in three institutions has a minimum test score requirement.

An interesting contrast exists between public and private institutions with respect to high school grade average minimums. More publics in 1985 than in 1979 reported that they had a high school grade average minimum (43 percent in 1979 vs. 51 percent in 1985), and the average minimum increased from 2.0 in 1979 to 2.2 in 1985. In comparison, about the same proportion of privates reported having high school grade average minimums in both 1979 and 1985 (58 percent and 56 percent). Fewer privates reported having high school rank minimums in 1985 as compared to 1979 (32 percent in 1985 vs. 44 percent in 1979), but more publics did (33 percent in 1979 vs. 37 percent in 1985). Admissions test score minimums show less obvious trends than those for grade average and rank. Among colleges using the ACT Assessment, the trend is similar: an increse in minimum standards on the ACT Composite score for public colleges but little change for privates. Among colleges using the SAT, the proportion requiring a minimum score is down slightly in both public and private colleges but the average minimum score is up slightly (possibly because those who have dropped minimum requirements had relatively low minimums).

TABLE 4.2

Percentages of Institutions Reporting High School Course Requirements in Various Subject Areas and Mean Years of Study Required in 1980 and 1985: Four-year Public Institutions, by Selectivity

		Selectivity							
		Least		Less		More		Most	
Subject Area		1980	1985	1980	1985	1980	1985	1980	1985
English	%	48	49	53	64	67	82	78	87
	Mean	3.5	3.7	3.5	3.7	3.6	3.8	3.9	3.9
Mathematics	%	38	39	50	61	62	79	74	83
	Mean	1.9	2.2	2.0	2.4	2.3	2.4	2.8	2.8
Physical Sciences	%	21	26	26	39	45	52	52	50
	Mean	1.3	1.4	1.2	1.5	1.4	1.5	1.4	1.4
Biological Sciences	%	28	30	32	41	38	44	30	37
	Mean	1.2	1.3	1.1	1.3	1.3	1.3	1.3	1.6
Social Studies	%	34	38	44	56	50	57	52	57
	Mean	2.1	2.3	1.9	2.2	2.1	2.4	2.1	2.3
Foreign Languages	%	5	8	10	13	17	24	26	37
	Mean	1.7	2.0	1.9	1.9	2.1	2.0	2.0	1.9
Number of Institutions		61	61	105	109	143	151	27	30

TABLE 4.3

Percentages of Institutions Reporting High School Course Requirements in Various Subject Areas and Mean Years of Study Required in 1980 and 1985: Four-year Private Institutions, by Selectivity

		Selectivity							
		Least		Less		More		Most	
Subject Area		1980	1985	1980	1985	1980	1985	1980	1985
English	%	51	54	69	70	81	81	68	69
	Mean	3.2	3.3	3.8	3.8	3.8	3.9	3.8	3.9
Mathematics	%	47	49	64	66	79	79	65	65
	Mean	2.0	2.0	2.3	2.4	2.4	2.6	2.9	3.0
Physical Sciences	%	34	40	45	47	59	60	53	55
	Mean	1.3	1.4	1.3	1.4	1.4	1.5	1.4	1.4
Biological Sciences	%	34	38	52	54	60	61	44	44
	Mean	1.1	1.1	1.2	1.2	1.1	1.1	1.0	1.0
Social Studies	%	41	45	60	63	74	74	58	60
	Mean	2.0	2.1	2.2	2.3	2.2	2.3	2.0	2.1
Foreign Languages	%	16	14	27	29	40	43	42	47
	Mean	1.9	1.9	2.1	2.1	2.0	2.1	2.2	2.3
Number of Institutions		73	78	250	262	267	274	62	62

TABLE 4.4

Minimum Standards for Admission to Four-year Institutions in 1979 and 1985

		Public		Private	
Standard		1979	1985	1979	1985
High School GPA	N	142	203	374	450
	%	43	51	58	56
	Mean	2.0	2.2	2.0	2.1
High School Rank	N	110	148	286	257
	%	33	37	44	32
	Mean	40	—[a]	44	—[a]
ACT Composite Score	N	99	152	231	289
	%	30	38	36	36
	Mean	16.2	16.5	16.4	16.3
SAT Combined Score	N	126	144	272	305
	%	39	36	42	38
	Mean	740	756	754	779
Number of Institutions		333	399	648	804

[a] Not available.

Minimum admissions requirements do vary by level of selectivity but sometimes in unexpected ways (see Table 4.5). Institutions in the *Most Selective* category have minimum standards *less often* than institutions in the lower selectivity categories, whether public or private.

The *Most Selective* four-year private institutions, however, are distinctive in this respect—only 30 percent reported having a minimum high school GPA requirement, only 15 percent a minimum ACT score requirement, and only 19 percent a minimum SAT score

TABLE 4.5

Minimum Standards for Admission to Four-year Institutions, by Selectivity

		Selectivity—Public				Selectivity—Private			
Standard		Least	Less	More	Most	Least	Less	More	Most
High School GPA	%	41	55	52	43	41	60	63	30
	Mean	2.1	2.2	2.1	2.3	2.0	2.1	2.2	2.3
ACT Composite Score	%	38	43	34	27	23	43	37	15
	Mean	15.3	17.2	16.3	16.9	15.1	15.8	17.2	18.2
SAT Combined Score	%	21	33	41	50	19	42	44	19
	Mean	712	753	748	811	693	758	805	819
Number of Institutions		63	122	162	30	86	302	309	74

requirement. But for those institutions where requirements exist, their minimums are higher generally than for the other selectivity categories.

Even though high schools provide official transcripts and grade averages to institutions, students themselves often are asked to report grades or grade averages to institutions on application forms and in the questionnaires they complete as part of the ACT or SAT. Institutions' use of student-reported grades is summarized in Table 4.6. About four out of five institutions said that student-reported grades were not used at all and the bulk of the remainder used them for preliminary decisions with an official transcript required to confirm the decisions. There is some indication that use of student-reported grades is increasing, up about 5 percent in the last five years. Self-reported grades also are used for purposes other than those indicated in Table 4.6; for example, planning and recruiting.

Uses of Admissions Test Scores

Of the four-year public colleges surveyed, 95 percent required in 1985 that admissions test scores be provided by applicants; 92 percent of the privates required admissions test scores in 1985 (see Table 4.7). The proportion requiring test scores has changed very little over the past five years, perhaps a little more among the public institutions.

The predominant use of the test scores is, together with high school achievement, to help reach an overall judgment of admissibility; approximately 70 percent of the institutions use it for this purpose. Test scores also are used by a large proportion of colleges both for placement and to indicate possible difficulties in academic progress. In general, public colleges tend to use test scores somewhat more for placement and as a check when other admissions credentials are marginal compared to privates, while privates use them more routinely in admissions decisions. There are no clear changes in use of test scores in the years since 1979 (perhaps, in part, because of the addition of two options to the 1985 questionnaire that did not appear in the earlier version). However, consistent with a move to higher standards in admissions requirements, public colleges may be using scores more routinely in reaching admissions decisions, but only slightly so. The small increase in institutions requiring test scores is matched by a larger reduction in the percentage who require or recommend them but seldom use them in admissions or placement. That group has fallen to only 5 percent.

Exceptions to Formal Academic Requirements

Exceptions to formal academic requirements often are granted to certain groups of applicants. As noted earlier, exceptions are frequently specified when new and more stringent requirements are introduced—as they have been in recent years in some state institutions. It is quite apparent that fewer institutions are making as many exceptions now as in 1979 (see Table 4.8). Only students with special talents were granted exceptions by approximately the same percentages of responding institutions in both 1979 and 1985, and that was true only for four-year public institutions. The reduced percentages of institutions allowing exceptions is especially pronounced in the case of four-year private institutions where exceptions granted to all groups decreased. Among minorities, there was a decrease from 39 percent of institutions offering exceptions in 1979 to only 26 percent in 1985. Even students with special talents in areas such as art and music were granted exceptions by a smaller proportion of private institutions. For public institutions, with a generally higher rate of exceptions, the decrease between the two surveys was less severe—especially for minorities, disadvantaged students, and athletes.

Institutions also were asked to report on the percentage of freshmen who were admitted as exceptions and how this percentage compared with five years ago. Most institutions reported that the percentage was about the same (66 percent of publics and 70 percent of privates), but more reported that the proportions of exceptions

TABLE 4.6

Percentages of Four-year Institutions Reporting Use of Student Reported Grades in the Admissions Decision in 1979 and 1985

	Public		Private	
	1979	1985	1979	1985
No High School Grades Used	7	5	2	2
Student-reported Grades Not Used	78	76	85	79
Student-reported Grades Used for Preliminary Decisions, but Official Transcript Required	13	18	13	19
Student-reported Grades Used, and Do Not Require Official Transcript	2	1	<1	<1
Number of Institutions	333	408	648	821

TABLE 4.7

Uses of Admissions Test Scores in Four-year Institutions

		Public		Private	
		1979	1985	1979	1985
Not Required	N	30	22	59	67
	%	9	5	9	8
Required for Some but Not All Academic Programs[a]	N	—	27	—	24
	%	—	7	—	3
Routinely Considered in Reaching an Overall Judgment Regarding Admissibility	N	214	276	505	604
	%	64	68	78	74
Reviewed for Indications of Possible Difficulty in Academic Programs	N	223	176	499	467
	%	67	43	77	57
Checked Only When Other Credentials Fall Below Specified Level	N	68	65	57	32
	%	20	16	9	4
Used by Institution for Class Profiles and by Applicants in Self-selection	N	166	166	338	325
	%	50	41	52	40
Used for Placement[a]	N	—	236	—	384
	%	—	58	—	47
Required or Recommended but Seldom Used in Admissions or Placement	N	40	21	46	43
	%	12	5	7	5
Number of Institutions		333	407	648	815

[a] Not included in 1979 questionnaire.

were lower in 1985 than in 1980 (20 percent of publics and 23 percent of privates). Very few institutions reported that the percentage of exceptions was higher in 1985 than in 1980 (13 percent of publics and 8 percent of privates). Thus, not only has the percentage of institutions granting exceptions declined over the past several years, the average percentage of students within those institutions that are still granted exceptions also has declined (see Table 4.9).

More publics (36 percent) report that they have a limit on the percentage who can be admitted as exceptions than do privates (23 percent). The average percentage of students admitted as exceptions was 8 percent in public institutions and 6 percent in privates. Of those admitted as exceptions, 23 percent in public institutions were minorities and 15 percent in private institutions were minorities.

Importance of Admissions Factors

An important question in the minds of the general public, and particularly of prospective students and their families, is the relative importance of the various factors considered in the admissions process. Now, as in 1979, public and private colleges overall reported high school GPA or rank as the most important factor in admissions, with admissions test scores and the types of high school courses taken as second and third in importance (see Table 4.10). Other factors—letters of recommendations, interviews, essays—were considered of about the same level of importance and clearly below the top three factors. Privates give greater emphasis to interviews and student essays compared to publics, and publics give greater emphasis to state of residence, but in other respects their assessments of the importance of each of the factors are remarkably similar. Overall, there are few changes evident from 1979 to 1985.

TABLE 4.8

Percentages of Four-year Institutions Reporting Exceptions to Formal Academic Requirements for Certain Groups in 1979 and 1985

	Public		Private	
Group	1979	1985	1979	1985
Athletes	39	34	24	13
Alumni Relatives	23	14	32	20
Faculty Relatives	25	17	35	27
Racial/Ethnic Minorities	45	41	39	26
Disadvantaged Students	46	39	36	25
Handicapped Students	36	29	28	20
Students With Special Talents	39	39	29	17
Adult Students[a]	—	53	—	40
Out-of-State Students[a]	—	5	—	3
Part-time Students[a]	—	20	—	28
Veterans[a]	—	27	—	13
Military Personnel[a]	—	16	—	7
Non-financial Aid Students[a]	—	3	—	2
Number of Institutions	333	404	648	810

[a] These groups were not included in the 1979 survey.

TABLE 4.9

Exceptions to Formal Academic Requirements in Four-year Institutions

	Public		Private	
	N	%	N	%
Trends in Exceptions				
Fewer Exceptions in 1985	69	20%	143	23%
Exceptions Same as in 1980	224	66%	437	70%
More Exceptions in 1985	44	13%	47	8%
Institutions Reporting That They Have a Limit on Percentages of Exceptions	132	36%	155	23%
Average Percentage Admitted as Exceptions	347	8%	675	6%
Average Percentage of Exceptions Who Were Minorities	267	23%	527	15%

TABLE 4.10

Importance of Admissions Factors in Four-year Institutions: Comparison of 1979 and 1985 Responses

	Average Importance of Factors[a]			
	Public		Private	
Factor	1979	1985	1979	1985
High School GPA or Rank	4.0	3.9	4.2	4.0
Admissions Test Scores	3.5	3.5	3.4	3.4
Achievement Test Scores	1.7	1.6	2.4	2.1
Letters of Recommendation	2.1	1.9	2.9	3.0
Interviews	2.0	1.7	2.9	2.8
Essays	1.6	1.6	2.3	2.6
Health Statement	1.4	1.4	1.7	1.5
State of Residence	1.6	1.8	1.3	1.2
Portfolios, Auditions, . . .	1.8	1.9	2.1	2.1
High School Coursework	2.5	2.9	3.1	3.3
Declaration of Major	1.9	1.8	1.9	1.8
Financial Need	1.2	1.2	1.4	1.3
Number of Institutions	333	412	648	823

[a] Average ratings were computed as means where:
1 = We do not consider this.
2 = A minor factor.
3 = A moderately important factor (in 1979, "one of several factors").
4 = A very important factor.
5 = The single most important factor.

Yet there appears to be a paradox. When admissions officers in 1985 looked in retrospect and responded to a question about how the importance of these factors had changed (and did not have their institution's original response before them), many said that the importance of high school GPA, test scores, and high school coursework had increased significantly (see Table 4.11). The more selective institutions generally perceived the most change. Only the perceived increase in importance of high school coursework is consistent with the previous data presented in Table 4.10. Are the perceptions of increased rigor in admissions stronger than the reality? Perhaps the decrease in the percentage of students granted exceptions, though affecting a relatively small fraction of the entire applicant group, is the basis for the perception of a significant increase overall in admissions standards.

In Table 4.12, we show a comparison of the average importance of factors in 1985 for institutions of different selectivity. While the rank order of importance of factors is generally the same regardless of the degree of selectivity of the institution—with high school GPA, test scores, and pattern of high school work being the top three—there are significant but expected differences depending on the level of selectivity. With the exception of financial need and the health statement, the importance of each factor tends to increase for both public and private institutions as the selectivity of the institution increases. There are a few interesting exceptions. Among privates, the importance of high school GPA, rank, and admissions tests scores is about the same except for the *Least Selective* category, and achievement test scores and essays are especially significant for the *Most Selective* category. Among publics and privates, the importance of test scores increases steadily with selectivity; this is not the case with high school performance.

Use of Personal Qualities in Admissions

During the period between the 1979 survey and the 1985 survey there was renewed interest in the use of personal qualities in admissions. This renewed interest may have resulted in part from predictions that the size of the applicant pool would shrink and that, as a consequence, academic standards might have to be lowered to maintain enrollment. Personal qualities, often considered as student attributes other than strictly academic ability, were examined in a comprehensive study of nine private institutions (Willingham & Breland, 1982; Willingham, 1985) during the period. The results were encouraging for the increased use of personal qualities in admissions. Has there been any change in colleges' use of personal qualities in admissions in the past six years? Table 4.13 shows some increase in the importance of personal qualities in private institutions but very little in publics. In 1979, 22 percent of four-year private institutions reported that leadership ability was often important in admissions decisions, and in 1985, 31 percent reported that it was. A similar increase in the importance of community activities also occurred. The largest increase, and the only one for which both publics and privates reported an increase, was that of compatibility between institutional qualities

TABLE 4.11

Importance of Admissions Factors in Four-year Institutions: Retrospective Comparisons Between 1980 and 1985

	Selectivity—Public				Selectivity—Private			
Factor	Least	Less	More	Most	Least	Less	More	Most
High School GPA or Rank	24	28	32	32	20	34	33	26
Admissions Test Scores	29	27	33	52	20	20	14	16
Achievement Test Scores	2	−2	−1	7	−2	−1	0	12
Letters of Recommendation	−6	−4	1	7	4	7	8	3
Interviews	−6	−2	1	0	14	18	15	4
Essays	−7	−5	3	23	7	7	14	19
Health Statement	−6	−6	−5	3	−3	−4	−6	−10
State of Residence	−3	−4	3	−3	−5	−4	−6	4
Portfolios, Auditions, . . .	0	−4	5	10	−2	4	5	17
High School Coursework	18	31	43	32	17	31	28	28
Declaration of Major	1	6	7	−3	6	0	−1	6
Financial Need	2	−6	−3	0	14	2	−3	3
Number of Institutions	66	124	166	31	86	304	313	75

Note. Figures in this table were computed as the difference between percentages of institutions reporting increased emphasis between 1980 and 1985 and those reporting decreased emphasis. Thus, positive figures indicate increased emphasis and negative figures decreased emphasis.

TABLE 4.12

Importance of Admissions Factors in Four-year Institutions: Comparison of 1985 Responses by Institutional Selectivity

	Average Importance of Factors[a]							
	Selectivity—Public				Selectivity—Private			
Factor	Least	Less	More	Most	Least	Less	More	Most
High School GPA or Rank	2.9	3.9	4.1	4.1	3.1	4.0	4.2	4.2
Admissions Test Scores	2.9	3.5	3.8	3.9	2.8	3.4	3.5	3.6
Achievement Test Scores	1.5	1.6	1.7	1.9	1.8	2.0	2.0	2.8
Letters of Recommendation	1.4	1.7	2.1	2.5	2.7	3.0	3.0	3.2
Interviews	1.4	1.6	1.9	2.1	2.5	2.9	2.8	2.6
Essays	1.2	1.4	1.8	2.4	2.0	2.5	2.7	3.1
Health Statement	1.3	1.3	1.4	1.6	1.8	1.6	1.4	1.3
State of Residence	1.7	1.8	1.9	2.1	1.0	1.1	1.1	1.5
Portfolios, Auditions, . . .	1.4	1.7	2.1	2.9	1.6	1.9	2.2	2.7
High School Coursework	1.9	2.7	3.3	3.5	2.4	3.3	3.5	3.6
Declaration of Major	1.4	1.8	1.9	2.1	1.7	1.6	1.8	1.9
Financial Need	1.2	1.1	1.2	1.3	1.8	1.4	1.2	1.3
Number of Institutions	67	124	165	31	92	307	317	75

[a] Average ratings were computed as means where:
1 = We do not consider this.
2 = A minor factor.
3 = A moderately important factor (in 1979, "one of several factors").
4 = A very important factor.
5 = The single most important factor.

TABLE 4.13

Percentage of Institutions Reporting That Personal Qualities Were Often Important in Admission to Four-year Institutions, 1979 and 1985

	Public		Private	
Personal Quality	1979	1985	1979	1985
Leadership Ability[a]	11	10	22	31
Extracurricular Activities	—[b]	9	—[b]	28
Community Activities	2	5	19	27
Motivation or Initiative	21	17	54	55
Work Experience	8	8	14	11
Compatibility	8	12	29	47
Citizenship	10	7	36	37
Special Skills	12	10	23	24
Number of Institutions	333	404	648	818

[a] Called "Leadership Capabilities" in 1979 survey.

[b] Not included in 1979 survey.

and student characteristics or needs. This increase was very pronounced for privates, from 29 percent in 1979 to 47 percent in 1985, perhaps a reflection of concern for attracting students who will enroll and persist during a period in which the population of traditional-age students has been declining.

As noted earlier, Sjogren (1986) observed that private institutions are more likely to use what he termed "flexible" admissions procedures, and that public institutions are more likely to use "inflexible" procedures. Flexible procedures make more use of personal qualities. Thus, the results of Table 4.13 are in agreement with Sjogren's observation. Table 4.14 also shows that the importance of personal qualities increases with selectivity. Seventy-six percent of the *Most Selective* private institutions reported that motivation or initiative was often important, while only 6 percent of the *Least Selective* public institutions reported that it was. The *Most Selective* public institutions were similar to the average private institution in their use of personal qualities.

TABLE 4.14

Percentage of Institutions Reporting That Personal Qualities Were Often Important in Admission to Four-year Institutions, by Selectivity, 1985

	Selectivity—Public				**Selectivity—Private**			
Personal Quality	Least	Less	More	Most	Least	Less	More	Most
Leadership Ability	5	2	12	43	16	31	32	55
Extracurricular Activities	5	2	11	39	16	29	27	55
Community Activities	2	1	6	23	36	27	23	28
Motivation or Initiative	6	7	24	45	31	54	60	76
Work Experience	3	3	12	16	13	8	12	9
Compatibility	5	3	19	32	48	50	48	39
Citizenship	3	2	8	32	43	35	34	47
Special Skills	3	4	15	23	15	18	27	51
Number of Institutions	66	123	161	31	90	305	314	75

5. Enrollment

The culmination of the year's calendar in an admissions office and the end product of the efforts of admissions staff is a freshman class. All of the year's activities—conducting studies, developing recruitment strategies, visiting schools, processing applications, and making decisions about applicants—are directed toward enrolling a freshman class for the coming academic year. With major emphasis on four-year institutions, the questionnaire asked admissions staff to provide the total numbers of applicants, accepted applicants, and enrolled students in the freshman class of Fall 1985. These numbers were further broken down for several categories of students: Blacks, Hispanics, Asians, American Indians, Whites, and "Others." (Only enrollment figures were collected for two-year institutions.) Although most of respondent institutions provided total numbers of applicants, accepted students, and enrolled students, many fewer respondents were able to provide the numbers requested for subgroups. Consequently, the comparisons for Blacks, Hispanics, Asians, and American Indians are based on smaller numbers of institutions than are the totals.

Freshman Enrollment in Two-year and Four-year Institutions

Table 5.1 summarizes the enrollment information reported and indicates the numbers of institutions reporting various types of information. About 1.9 million freshmen are represented by the institutions that provided enrollment information. The College Board's *Annual Survey of Colleges* (College Entrance Examination Board, 1986) reports about 2.7 million enrolled first-time freshmen for 1985. The Center for Statistics reports a smaller number of first-time freshmen, about 2.3 million for 1985. The difference in figures may be largely due to the specific method used to define "first-time freshmen" as well as the survey procedures. If it is estimated that there were 2.5 million first-time freshmen in 1985, Table 5.1 represents about 76 percent of those enrolled in the United States in 1985 (see Appendix E).

TABLE 5.1

Freshman Enrollment in Two-year and Four-year Institutions, by Type of Control

		Two-year				**Four-year**				**All Institutions**	
		Public		Private		Public		Private			
		Inst.	Students	Inst.	Students	Inst.	Students	Inst.	Students	Inst.	Students
Total[a]	N	642	974,735	198	69,993	365	565,165	748	289,068	1,953	1,898,961
	%		51%		4%		30%		15%		100%
American Indians	N	469	8,251	117	1,130	240	2,550	425	1,014	1,251	12,945
	%		64%		9%		20%		8%		100%
Asians	N	472	23,225	127	1,044	243	16,632	472	7,097	1,314	47,998
	%		48%		2%		35%		15%		100%
Blacks	N	522	86,316	147	6,346	262	38,244	526	16,662	1,457	147,568
	%		58%		4%		26%		11%		100%
Hispanics	N	487	45,409	138	2,623	249	16,687	471	5,798	1,345	70,517
	%		64%		4%		24%		8%		100%
Whites	N	522	598,635	153	37,358	264	356,045	537	169,360	1,476	1,161,398
	%		52%		3%		31%		15%		100%
Others	N	324	25,393	65	3,731	167	9,280	264	3,807	820	42,211
	%		60%		9%		22%		9%		100%
Subgroup Total[a]			787,229		52,232		439,438		203,738		1,482,637

[a] Subgroup total does not add to total because fewer institutions reported subgroup data.

Even though only about three-fourths of 1985 first-time freshmen are represented in the enrollment data of the current survey, a comparison of the proportion of institutions represented and the average enrollments by types of institutions suggests that the results are based on the same population of students tapped in the College Board survey. The proportions of institutions of the four basic institutional types in Table 5.1 are almost identical to the proportions reported in the College Board survey. Precisely the same proportions of institutions were two-year public (51 percent) and two-year private (4 percent). And for four-year public and private institutions, the proportions differ by only a single percentage point. In the College Board survey, four-year public institutions represented 29 percent of all institutions (vs. 30 percent in Table 5.1). Four-year private institutions represented 16 percent of institutions surveyed by the College Board (vs. the 15 percent shown in Table 5.1).

Another way of comparing the two surveys is in terms of average freshman enrollments in the four types of institutions (see Table 5.2). Two-year public institutions had an average freshman enrollment of 1,522 in the College Board survey (vs. 1,518 in Table 5.2). Two-year private institutions had an average enrollment of 305 in the College Board survey (vs. 354 in Table 5.2). Four-year public institutions had an average enrollment of 1,552 in the College Board survey (vs. 1,548 in Table 5.2). And four-year private institutions had an average enrollment of 374 in the College Board survey (vs. 386 in Table 5.2). The close comparability of these two surveys gives some confidence in the results, but the low response rates for subgroup information and other complications of enrollment information require that the data be interpreted carefully, particularly for subgroups (see Technical Note 5, Appendix D).

Minority Representation Among Enrolled Freshmen

While the College Board survey yielded more complete information with respect to total freshman enrollments, it did not collect information on freshman enrollments for specific minority groups. Such data are difficult to obtain, but Tables 5.1 and 5.2 show that substantial numbers of institutions provided data on minority enrollment. Table 5.1 indicates that minorities (with the exception of Asians) tend to be more heavily enrolled in two-year public institutions. Of American Indians and Hispanics who enrolled as freshmen in 1985, 64 percent were reported to have enrolled in two-year public institutions. Of Blacks, 58 percent were reported to have enrolled in two-year public institutions. This compares to an overall rate of about 51 percent. Only 48 percent of Asians were reported to have enrolled in two-year public institutions. Relatively small proportions of Asians, Blacks, and Hispanics were reported in two-year private institutions, while American Indians had the highest enrollment rate for minorities (9 percent). In four-year public institutions, Asians were proportionately more predominant (35 percent), with Whites a close second at 31 percent. About 15 percent of Asians and 15 percent of Whites enrolled in four-year private institutions, with other groups enrolled at lower rates.

Another perspective on minority enrollment is to consider the representation of minorities in freshman classes of the different institutional types (see Table 5.3). Of persons reported to be enrolled in two-year public institutions, 76 percent were White, 11 percent were Black, 5.8 percent were Hispanic, and 3 percent were Asian. Two-year private institutions reported heavier representations of Blacks and "Others," and fewer Whites than two-year publics. In four-year public institutions, the White proportion increased to 81 percent and the Black (8.7 percent) and Hispanic (3.8 percent) proportions were lower. Still greater representation of Whites (83.1 percent) occurred in four-year private institutions with still lower representation of Blacks (8.2 percent) and Hispanics (2.8 percent). Asians were the only minority group better represented in four-year institutions than in two-year institutions.

TABLE 5.2

Average Freshman Enrollment in Two-year and Four-year Institutions, by Type of Control

Group	Two-year Public	Two-year Private	Four-year Public	Four-year Private	All Institutions
Overall	1,518	354	1,548	386	972
American Indians	18	10	11	2	10
Asians	49	8	68	15	36
Blacks	165	43	146	32	101
Hispanics	93	19	67	12	52
Whites	1,147	244	1,349	315	787
Others[a]	78	57	56	14	51

[a] The average for "Others" may be inflated because of the low response rate. (See Table 5.1.)

TABLE 5.3

Subgroup Representation Among Enrolled Freshmen Reported for Two-year and Four-year Institutions
(in Percent)

Group	Two-year Public	Two-year Private	Four-year Public	Four-year Private	All Institutions
American Indians	1.0	2.2	0.6	0.4	0.9
Asians	3.0	2.0	3.8	3.5	3.2
Blacks	11.0	12.1	8.7	8.2	10.0
Hispanics	5.8	5.0	3.8	2.8	4.8
Whites	76.0	71.5	81.0	83.1	78.3
Others	3.2	7.1	2.1	1.9	2.8
	100.0	99.9	100.0	99.9	100.0

Note. Percentages based on enrollment data from Table 5.1.

Applications, Acceptances, and Enrollment in Four-year Institutions

Table 5.4 shows the average numbers of applicants, accepted students, and enrolled freshmen for the four-year institutions that reported figures for either applicants and accepted, or accepted and enrolled students, and compares the public and private institutions in these categories. The table also presents the average percentage of all applicants who were admitted in 1985, and the average percentage of admitted students who actually enrolled.

Four-year public institutions received, on the average, almost three times as many applications as four-year privates in 1985. Publics admitted a larger percentage of their applicants, on the average (72 percent, compared with 62 percent of the applicants to four-year private institutions), and enrolled a larger percentage of their accepted applicants (55 percent compared with 45 percent for privates). Moreover, public institutions accepted and enrolled larger proportions of the minority groups represented by the survey data than privates: Blacks (65 percent vs. 61 percent of the applicants were admitted, and 59 percent vs. 49 percent were enrolled); Hispanics (69 percent vs. 59 percent admitted, and 61 percent vs. 48 percent enrolled); Asians (66 percent vs. 48 percent admitted, and 51 percent vs. 45 percent enrolled); and American Indians (76 percent vs. 63 percent admitted, and 64 percent vs. 66 percent enrolled). Public institutions also enrolled slightly higher percentages of Whites (55 percent vs. 45 percent) but proportionately fewer "Others," a category which may include other minorities, foreign nationals, and students who elect not to be categorized with respect to ethnicity (35 percent vs. 45 percent). The considerably lower yield for "Others" may simply reflect a tendency among foreign students to apply to but not enroll in U.S. institutions.

These differences in yield—the proportion of accepted students who enroll in college—may reflect differences in the behavior of students who apply to public and private institutions. Students who apply to private institutions are more likely to file multiple applications, inflating the numbers of applications to such schools *and* decreasing the proportions who ultimately enroll. In fact, the *Annual Survey of Colleges* for 1985 freshmen reports an average of 2.5 applications per freshman in four-year public institutions and 3.4 in four-year private institutions (College Entrance Examination Board, 1986). The yield rates suggest that White students and Asian students may be more likely than Blacks, Hispanics, and American Indians to file multiple applications.

Yield rates reported by the College Board for 1985 enrollments are similar to those presented in this report (71 percent for four-year public institutions and 67 percent for four-year private institutions). Between 1980 and 1985, however, the College Board reports decreases in average yield rates from 58 percent to 55 percent for four-year public institutions and from 50 percent to 46 percent for four-year private institutions (College Entrance Examination Board, 1986). The decreases in yield are likely the result of increased multiple applications by students and the increasingly competitive environment of undergraduate admissions in recent years.

Among four-year institutions, publics received proportionately more applications than privates from Blacks and Hispanics, and about the same proportion from Asians (see Table 5.5). About 9 percent of the applications to these public institutions in 1985 were from Blacks, compared with 6 percent of the applications to private institutions; the comparable percentages for Hispanics were 4 and 3 respectively, and for Asians, 4 and 4. For American Indians, the comparable numbers amounted to less than one percent of all applications.

TABLE 5.4

Acceptance and Yield Rates in Four-year Institutions

Institutional Type and Group	Number of Institutions[a]	Average Number of Applications	Average Number of Acceptances	Acceptance Rate	Number of Institutions[b]	Average Number of Acceptances	Average Number of Freshmen	Yield Rate
Four-year Public								
Total	328	3,958	2,844	72	331	2,847	1,567	55
American Indians	151	23	18	76	148	16	10	64
Asians	157	218	144	66	159	135	68	51
Blacks	181	396	257	65	184	254	149	59
Hispanics	163	178	123	69	165	119	73	61
Whites	183	3,413	2,462	72	186	2,443	1,348	55
Others	107	287	175	61	105	163	57	35
Four-year Private								
Total	688	1,042	864	62	692	859	388	45
American Indians	174	8	5	63	165	3	2	66
Asians	286	88	43	48	289	36	16	45
Blacks	354	98	60	61	357	57	28	49
Hispanics	273	54	32	59	279	26	13	48
Whites	381	1,243	752	60	387	738	335	45
Others	122	102	47	46	117	32	14	45

[a] Number reporting both applications and acceptances.

[b] Number reporting both acceptances and enrolled freshmen.

TABLE 5.5

Subgroup Representation Among Applications, Acceptances, and Enrolled Freshmen Reported for Four-year Institutions

(in Percent)

Institutional Type and Group	Applications	Acceptances	Enrolled Freshmen
Four-year Public			
American Indians	0.5	0.4	0.6
Asians	4.3	4.0	3.8
Blacks	8.8	8.3	8.7
Hispanics	3.8	3.6	3.8
Whites	78.6	80.3	81.0
Others	4.1	3.3	2.1
	100.1	99.9	100.0
Four-year Private			
American Indians	0.3	0.3	0.4
Asians	4.5	3.6	3.5
Blacks	6.2	6.4	8.2
Hispanics	2.7	2.6	2.8
Whites	84.1	85.3	83.1
Others	2.2	1.7	1.9
	100.0	99.9	99.9

Note. Since different numbers of institutions reported applications, acceptances, and enrolled freshmen, precise comparisons across stages of the enrollment process are not possible (see Technical Note 6, Appendix D).

The proportions are similar for acceptances and enrolled students, but Black and Hispanic students represented larger proportions of accepted applicants at public than at private institutions. Publics also enrolled proportionately more Blacks and Hispanics than privates did.

Trends in Enrollment

Respondents were asked whether their freshman enrollments had increased, decreased, or remained the same since 1980. The responses to this question appear in Tables 5.6 and 5.7. About 40 percent of the four-year institutions reported increasing enrollments and another 40 percent reported decreasing enrollments. The enrollment of Black and Asian students was reported to have increased in just under 40 percent of the responding institutions. Roughly a third of the four-year institutions reported enrolling more Hispanic students in 1985 than 1980.

El-Khawas (1986) asked a similar retrospective question of a sample of institutions in 1985. The results were similar in direction to those reported here but of lesser magnitude. In the El-Khawas study, proportionately more institutions reported no change in the numbers of Black (about 75 percent) and Hispanic (about 87 percent) students over the past four years than reported changes. Among the institutions reporting changes, more reported increases (15 percent) than decreases (8 percent) in the enrollment of Black and Hispanic students (11 percent and 2 percent, respectively).

About 35 percent of two-year institutions overall reported increases in enrollment, and 30 percent reported

TABLE 5.6

Self-reported Trends in Freshman Enrollment in Four-year Institutions, 1980-1985

	Four-year Public		Four-year Private	
	N	%	N	%
Total				
Less	153	40	294	39
Same	71	19	176	23
More	155	41	288	38
	379	100	758	100
Blacks				
Less	94	28	155	24
Same	96	29	263	41
More	141	43	218	34
	331	100	636	99
Hispanics				
Less	46	15	85	14
Same	155	50	344	58
More	112	36	167	28
	313	101	596	100
Asians				
Less	40	13	60	10
Same	142	46	320	54
More	125	41	215	36
	307	100	595	100
American Indians				
Less	50	16	72	12
Same	187	62	432	75
More	66	22	71	12
	303	100	575	99
Whites				
Less	115	35	202	32
Same	71	22	187	30
More	144	44	242	38
	330	101	631	100

TABLE 5.7

Self-reported Trends in Freshman Enrollment in Two-year Institutions, 1980-1985

	Two-year Public		Two-year Private	
	N	%	N	%
Total				
Less	164	31	45	28
Same	186	35	53	34
More	180	34	60	38
	530	100	158	100
Blacks				
Less	149	27	25	15
Same	251	45	90	54
More	161	29	53	32
	561	101	168	101
Hispanics				
Less	92	17	22	14
Same	304	57	100	63
More	138	26	36	23
	534	100	158	100
Asians				
Less	78	15	19	13
Same	314	59	108	72
More	141	26	23	15
	533	100	150	100
American Indians				
Less	82	16	17	12
Same	347	66	115	78
More	98	19	15	10
	527	101	147	100
Whites				
Less	150	27	39	23
Same	230	41	79	47
More	179	32	51	30
	559	100	169	100

decreases. These results are quite consistent with El-Khawas' (1986) data, in which 34 percent of two-year institutions reported increases and 36 percent reported decreases in full-time students. Like their four-year counterparts, two-year institutions reported both increases and decreases in the enrollment of Blacks, but proportionately more institutions reported no change in Black enrollment than reported changes in either direction. About 25 percent of two-year institutions reported increases in the enrollment of Asian and Hispanic students, but proportionately more institutions reported no change than reported increases. The patterns were similar for public and private institutions, except that publics were more likely to report increases in their enrollment of Asian students, and privates were more likely to report increases in their enrollment of Blacks.

These retrospective judgments about freshman enrollment trends can be compared to national data on enrollments. The Center for Statistics reported about 2.6 million first-time freshmen in 1980 but only about 2.3 million in 1985 (see Appendix E). A limited survey by the American Council on Education (1986) reports a modest decrease between 1982 and 1985 in first-time freshman enrollments, and the College Board's *Annual Survey of Colleges* (College Entrance Examination Board, 1986) reports a similar decline. Taken together, these three sources of enrollment information suggest a decline in freshman enrollment over the past five years. The College Board *Annual Survey* reports trends since 1980 showing a slight increase in average freshman enrollment in four-year institutions (0.4 percent) and a substantial decrease in two-year institutions (6.8 percent). Four-year publics increased by 1.8 percent, four-year privates decreased by 2.0 percent, two-year publics decreased by 7.1 percent, and two-year privates decreased by 1.6 percent.

Less precise comparisons are possible for minority enrollments because only undergraduate enrollment (not freshman enrollment) trends between 1980 and 1984 are available from the Center for Statistics, and because the College Board surveys do not report freshman enrollment trends for minority groups. Undergraduate enrollment data from the Center for Statistics (see Appendix E) shows increased enrollments between 1980 and 1984 for all minority groups except Blacks. Hispanic undergraduate enrollment increased by 12 percent, Asian by 40 percent, and American Indian by 1 percent. Black undergraduate enrollment decreased by 4 percent. Similar trends can be observed in participation in ACT and College Board testing programs (see Appendix E). The retrospective judgments of freshman enrollments reported in Tables 5.6 and 5.7 are consistent, generally, with these minority enrollment and test registrant data, but the judgments of more Blacks in 1985 than in 1980 are contrary to actual data.

Trends in Applications

Asked about trends since 1980 in applications, respondents in four-year institutions again responded by indicating whether their institutions had experienced more, about the same, or fewer of each. Overall, the number of applications is more likely to have increased or decreased than remained the same across all four-year institutions (see Table 5.8). Almost half (48 percent) of the respondents report more applications, and about a

TABLE 5.8

Self-reported Trends in Applications in Four-year Institutions, 1980-1985

	Four-year Public		Four-year Private	
	N	%	N	%
Total				
Less	137	37	254	34
Same	62	16	132	18
More	175	47	359	48
	374	100	745	100
Blacks				
Less	90	29	134	22
Same	96	30	253	42
More	128	41	215	36
	314	100	602	100
Hispanics				
Less	40	14	76	13
Same	147	50	329	58
More	109	37	163	29
	296	101	568	100
Asians				
Less	36	12	54	10
Same	134	46	300	53
More	123	42	210	37
	293	100	564	100
American Indians				
Less	53	18	64	12
Same	167	58	415	76
More	67	23	70	13
	287	99	549	101
Whites				
Less	97	31	156	26
Same	57	18	155	26
More	158	51	292	48
	312	100	603	100

third (35 percent) report fewer. Only about 17 percent report a relatively constant number over the five-year period. This overall pattern is quite similar for public and private institutions and applies mainly to White applicants who represent the vast majority of the pool. The trends for minority groups differ somewhat from the overall trend.

Almost 40 percent of four-year institutions reported increases in the number of applications from Blacks and Asians (see Table 5.8). Publics (41 percent and 42 percent for Blacks and Asians, respectively) experienced this increase more than privates (36 percent and 37 percent for Blacks and Asians, respectively). About 30 percent of responding four-year institutions experienced increases in the number of applications from Hispanics. Again, the increase was greater for public than private institutions. In fact, proportionately more public than private institutions reported increases in applications from minority group members.

Trends from the College Board annual surveys show increases between 1980 and 1985 in applications to four-year institutions (by 0.7 percent for publics and by 6.2 percent for privates). These trends are consistent with the respondents' retrospective judgment that applications increased between 1980 and 1985. No information on minority application rates over this period was available for comparison, but the enrollment and testing program participation is consistent with a greater application rate from all minorities except Blacks.

Trends in Acceptances

More than 40 percent of the responding institutions report increases in total numbers of acceptances, and more than a third (35 percent) report decreases (see Table 5.9). The trends for acceptances of minority group members parallel those reported for numbers of applicants: publics more than privates tend to report increases in the numbers of accepted from each minority group. Still, in most cases, more institutions report accepting about the same number, rather than a larger number, of any given minority group. The College Board's *Annual Survey of Colleges* (College Entrance Examination Board, 1986) reports insignificant changes in acceptance rates between 1980 and 1985 (0.2 percent for four-year public institutions and –0.2 percent for four-year private institutions. It does not appear that overall acceptance rates have changed. No comparative information was available for minority group acceptance rate trends.

Qualifications of Students

Respondents were asked to list the collective academic qualifications of applicants, accepted students, and students enrolled in the class of freshmen that entered in Fall 1985. The academic qualifications requested included high school grade point average and rank in class, and various ACT and SAT scores. Because small numbers of institutions are involved, and because a different number of institutions contributed to each total, the results can only be considered indicative. They are, nonetheless, interesting.

In general, and on the average, the pool of applicants is slightly less academically able than the accepted students (see Table 5.10). This stands to reason, since the purpose of the selection process is to admit the more able students. The enrolled students are, on the average, somewhat less able than the accepted students, because of competition among institutions for the most able applicants, but enrolled students are more able than the total applicant group. With respect to grade point average, for example, the average of all applicants to four-year institutions was 2.8 in 1985 (and the range of values is quite small). The average for accepted students was 3.0, and for enrolled students, 3.0 (actually, 2.97). Similar relationships exist for test scores. The mean ACT Composite score for applicants to the 167 four-year institutions that responded to this question was 19.9. For accepted students the average was 21.0, and for enrolled students, 20.5.

Four-year private institutions, at least those that responded to this series of questions, appear to have attracted a more academically able group of applicants in 1985 in terms of test scores than did four-year public institutions. (The mean high school GPA was roughly equivalent for public and private institutions.) Mean ACT Composite and SAT-Verbal and SAT-Math scores were generally higher for applicants, accepted students, and enrolled students in private than in public institutions. However, the differences between freshmen in public and private institutions were smaller than the differences in their respective applicant pools.

TABLE 5.9

Self-reported Trends in Acceptances by Four-year Institutions, 1980-1985

	Four-year Public		Four-year Private	
	N	%	N	%
Total				
Less	133	36	253	34
Same	73	20	172	23
More	165	44	318	43
	371	100	743	100
Blacks				
Less	85	27	135	22
Same	101	32	262	44
More	128	41	304	34
	314	100	701	100
Hispanics				
Less	40	14	69	12
Same	143	48	338	60
More	112	38	160	28
	295	100	567	100
Asians				
Less	32	11	53	9
Same	140	48	309	55
More	118	41	201	36
	290	100	563	100
American Indians				
Less	48	17	61	11
Same	177	62	422	77
More	61	21	63	12
	286	100	546	100
Whites				
Less	95	30	159	26
Same	68	22	177	29
More	149	48	266	44
	312	100	602	99

TABLE 5.10

Qualifications of Applicants, Accepted, and Enrolled Students, Four-year Institutions in 1985

	Four-year Public		Four-year Private	
	Institutions Responding	Mean Value	Institutions Responding	Mean Value
High School GPA				
Applicants	66	2.8	165	2.9
Accepted	72	3.0	184	3.0
Enrolled	161	3.0	355	3.0
ACT Composite[a]				
Applicants	50	18.2	117	20.3
Accepted	58	19.2	135	21.9
Enrolled	170	19.6	332	21.0
SAT-Verbal				
Applicants	91	433	180	456
Accepted	100	458	210	483
Enrolled	176	455	441	466
SAT-Math				
Applicants	91	477	179	492
Accepted	100	507	210	512
Enrolled	176	500	441	496

[a] Numbers responding for individual ACT scores were too low to warrant inclusion.

6. Recruitment and Marketing

At a time when the population of college-bound students has declined, recruiting and marketing assume increasing importance as activities through which colleges act to attract new students and maintain their enrollments. In fact, the popular press carries frequent feature articles about the trend toward marketing colleges and "packaging" universities to appeal to selected groups of students identified by means of extensive marketing research. A number of the questions on the survey questionnaire asked about the respondent institutions' recruiting and marketing activities, current and past. The responses paint a picture of increasing recruitment activity with broadened targets and increased budgets for such activity. Institutions are responding to the decreasing supply of traditional college-age students by competing harder for the students that do exist, recruiting non-traditional students, and expanding the geographical range over which recruiting is conducted.

Recruitment Practices

One question on the 1985 survey questionnaire asked admissions staff how frequently they used a number of recruitment techniques, ranging from inviting students for visits to campus to using various media. Figure 6.1 displays the responses to this question for two-year and four-year institutions.

Except for visits to high schools by admissions staff (discussed below), the techniques most frequently used by all types of institutions appear to be campus visits by students, direct mailings to prospective students, and college nights. Least used are billboards, advertisements on public radio and television stations, and advertisements in high school newspapers. Two-year institutions tend to use the media more than four-year institutions do: two-year institutions report using ads in local newspapers as frequently as they use campus visits by students. Two-year institutions also tend to use advertisements on commercial radio or television, which four-year institutions seldom do.

It is informative to compare these responses to the results of a 1983 survey in which students indicated their preferences for ways to learn about colleges (College Entrance Examination Board, 1983). The largest percentage of students (96 percent) reported that they preferred receiving direct mail; 81 percent cited visits to their schools by college representatives; 66 percent liked college days at their schools; and 65 percent expressed a predilection for campus visits. Fewer (37 percent) expressed a preference for newspaper advertisements or telephone calls (23 percent). Interestingly, 58 percent of the four-year institutions report using telephone calls to students very frequently; an additional 20 percent use telephone calls or toll-free lines occasionally.

High school visits are used so routinely by admissions offices that a separate question in the 1985 survey addressed this activity, asking respondents how often each of six different categories of individuals make visits to high schools. The categories included admissions office or high school relations staff, current students at the institution, faculty of the institution, alumni, recruiters who are not regular employees of the institution, and activity directors such as athletic coaches or band directors.

Table 6.1 shows percentages of institutional representatives making very frequent visits to high schools. By far the most frequent visitors to high schools are members of the admissions or high school relations staff, reported as making very frequent visits by 81 percent of the respondent institutions. Except for individuals with special interests, such as athletic coaches and band directors, who 13 percent of all institutions reported make very frequent visits, no other category of personnel visit with nearly the frequency of admissions staff.

Occasional visits to high schools were made by other types of representatives. About half of the four-year institutions and a third of the two-year institutions report occasional visits to high schools by current students of the institution. About half of the two-year public institutions and just under half of the four-year public institutions report occasional visits by faculty members. And about a quarter of four-year institutions report occasional visits by alumni. The majority of all respondents report no use at all of paid recruiters (that is, paid recruiters who make high school visits). It seems clear that the major responsibility for maintaining contact with high schools lies with the admissions staff.

All types of institutions rely heavily on student visits to the institution (see Table 6.2). Among four-year private institutions, 91 percent report very frequent use of student visits. Two-year public institutions are less likely to use such visits but more than half report doing so very frequently. Similarly, both two-year and four-year institutions participate in college nights but more four-year institutions report very frequent use of these events (87 percent and 74 percent for private and public four-year institutions, respectively) than do two-year colleges (58 percent and 50 percent for private and public two-year institutions, respectively). A similar relationship exists for direct mailings to students. Most of both types of institutions use direct mail, but four-year colleges do so more than two-year. By way of contrast, the use of telephone calls is greater among private than public institutions; 65 percent of four-year and 67 percent of two-year private institutions report using telephone calls very frequently, compared with 43 percent of four-year and 25 percent of two-year public institutions. All of these percentages represent increases over the percentages reported in the 1979 survey, but the use of direct mail and telephone calls appears to have increased the most. (See the following section on recruiting trends in this chapter.)

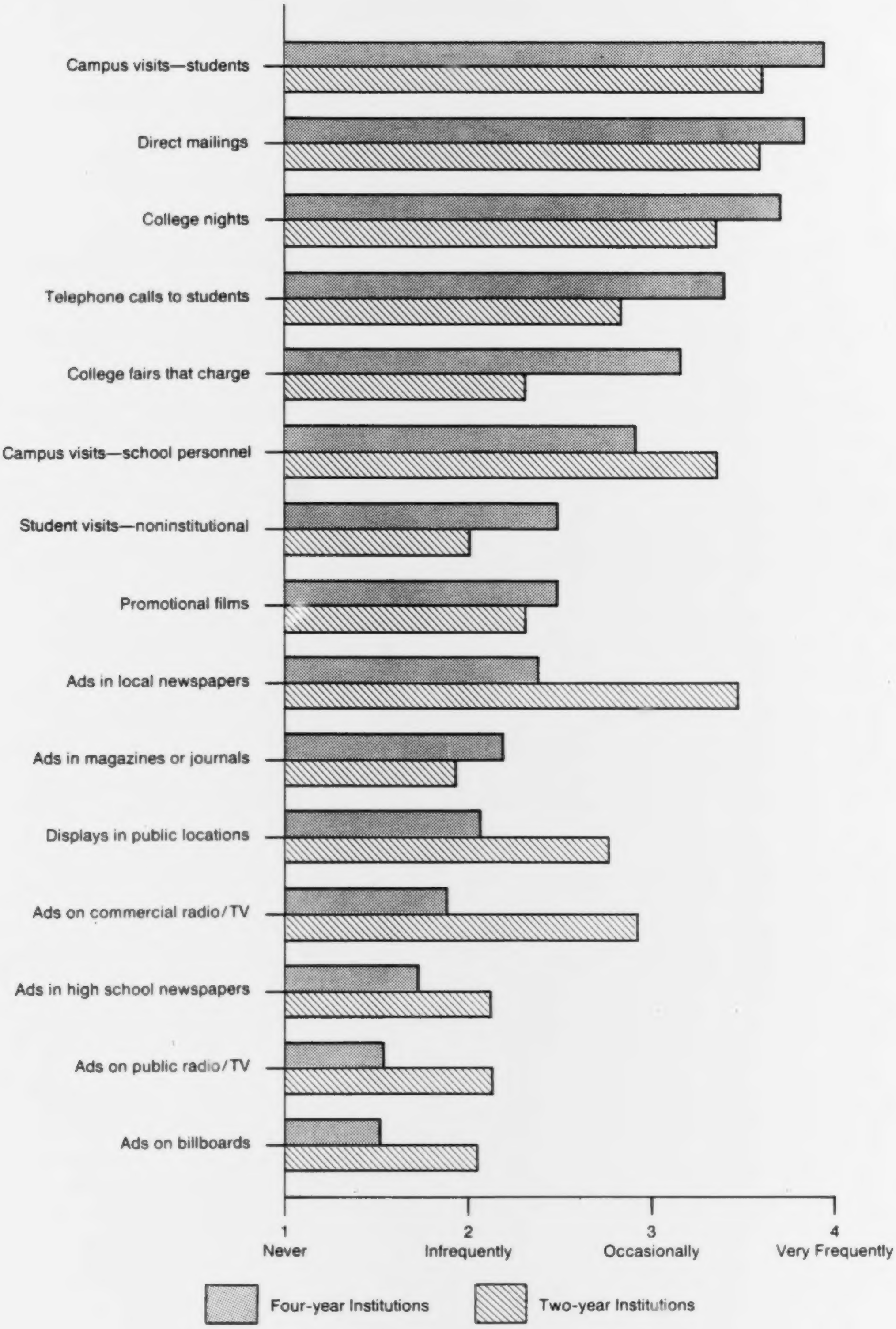


Figure 6.1
Mean Frequency of Recruitment Activities in
Two-year and Four-year Institutions

TABLE 6.1

Use of Recruiting Visits to High Schools by Institutional Representatives: Percentages of Institutions Reporting Very Frequent Visits by Various Types of Representatives

	Two-year Public		Two-year Private		Four-year Public		Four-year Private		All Institutions	
Representatives	N	%	N	%	N	%	N	%	N	%
Admissions or High School Relations Staff	558	75	165	76	364	88	690	83	1,777	81
Current Students	30	4	6	3	17	4	32	4	85	4
Faculty	54	7	6	3	16	4	11	1	87	4
Alumni	9	1	2	1	14	3	16	2	41	2
Paid Recruiters	12	2	8	4	6	1	4	<1	30	1
Activity Directors	99	13	15	7	76	18	92	11	282	13
Others	32	4	1	<1	4	1	8	<1	45	2
Number of Institutions	745		218		413		827		2,203	

TABLE 6.2

Percentages of Institutions Reporting the Use of Various Recruiting Procedures Very Frequently in 1979 and 1985, by Type of Institution

	Two-year Public		Two-year Private		Four-year Public		Four-year Private		All Institutions	
Recruiting Procedures	1979	1985	1979	1985	1979	1985	1979	1985	1979	1985
High School Visits by Staff[a]	67	75	80	76	84	88	82	83	76	80
Student Visits to Campus[b]	24	51	44	82	35	82	48	91	38	75
School Personnel Visits	29	25	27	17	28	26	26	16	24	21
College Nights[c]	44	50	64	58	77	87	70	74	64	67
College Fairs (Charge)[c]	—	13	—	36	—	36	—	43	—	31
Visits to Central Locations	9	5	19	9	14	15	20	19	15	13
Displays, Booths, Etc.[d]	—	26	—	14	—	12	—	7	—	15
Mailings to Students	47	59	70	68	61	74	75	84	64	72
Telephone Contacts	15	25	51	67	29	43	50	65	36	43
Advertising on/in:										
Billboards	7	14	4	10	2	7	4	5	5	9
Commercial Radio/TV	27	35	5	29	6	9	5	8	11	20
Public Radio/TV	6	16	0	9	3	5	1	2	3	8
Local Newspapers	53	64	26	47	15	17	15	17	26	36
High School Newspapers	10	9	4	7	3	4	4	4	5	6
Magazines	2	5	2	14	3	4	4	15	3	9
Promotional Audiovisual Products	14	15	9	17	15	20	10	24	12	20
Other	—	68	—	70	—	67	—	86	—	75

[a] Derived from a separate question about high school visits.

[b] Question not directly parallel in the two questionnaires.

[c] These categories were combined in the 1979 questionnaire.

[d] Not included in the 1979 questionnaire.

Figures 6.2 and 6.3 display the major differences between public and private four-year institutions and between public and private two-year institutions in their use of recruiting devices. Among public and private four-year institutions, there are few differences in the frequency with which the various activities are used. Private institutions tend to use advertisements in magazines and journals and telephone calls to students (or incoming toll-free lines) somewhat more frequently than do public institutions. Public institutions, on the other hand, are slightly more likely to use advertisements on public radio or television stations. Compared with the use of other recruiting devices, however, which are similar for public and private four-year institutions, these devices are less frequently used by both.

Among two-year institutions, there *are* differences between public and private colleges in the frequency with which various recruiting devices are used. Private institutions are more likely than their public counterparts to use telephone calls, participate in college fairs that charge admission, and place advertisements in magazines or journals. Public institutions use displays in public locations and advertisements on public radio and television stations more often than privates.

Trends in Recruiting Practices

All recruiting has increased since 1979. Table 6.2 compares the numbers and percentages of schools that reported using each of the listed recruiting activities very frequently in 1979 and in 1985. Virtually every category shows an increase, ranging from relatively moderate increases in formerly heavily-used techniques to doubling and sometimes tripling of formerly little-used devices. In 1979, most institutions reported using high school visits (76 percent), college nights and fairs (64 percent), and direct mailings to students (64 percent) very frequently. Media were used infrequently, and mostly by two-year public institutions. In 1985, high school visits (80 percent), student visits to campus (75 percent)*, direct mailings to students (72 percent), and college nights and fairs (67 percent and 31 percent, respectively) were the most frequently used techniques. Telephone contacts increased 7 percent and were used in 1985 by almost half (43 percent) of the institutions. In short, institutions are doing more of what they have traditionally done, and they have increased their use, as well, of techniques that were once used sparingly.

In another approach to the question of trends in recruiting over time, respondents were asked in the 1985 survey, for each of the recruitment activities listed, whether they had used the device more, less, or about the same amount in 1985 as in 1980. The responses support the data reported earlier from the 1979 survey, to the effect that recruiting activity has generally increased over the five-year period. The most striking increases are in the use of direct mail and telephone calls to students. More than 70 percent of the four-year institutions and 60 percent of the two-year institutions report using direct mailings more in 1985 than in 1980. About 60 percent of four-year institutions and 45 percent of two-year institutions report more frequent use of telephone calls to students; in both types of institutions, the increase is more

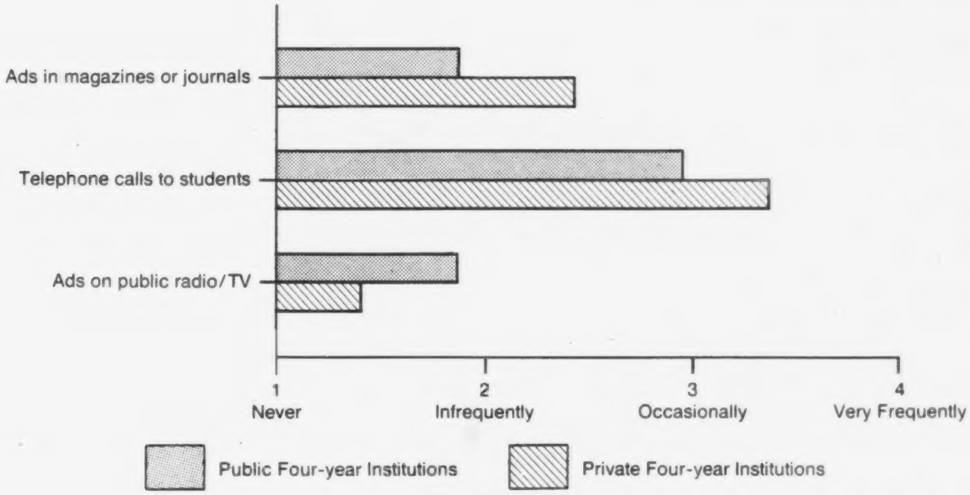


Figure 6.2
Major Differences in Recruitment Techniques Between Public and Private Four-year Institutions

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*The student visit comparison may be misleading. In 1979, the question asked about expenses-paid student visits, and 38 percent of the respondent institutions reported using them very frequently. In 1985, the expenses-paid feature was dropped from the question, and the percentage of institutions reporting very frequent use rose to 75 percent.

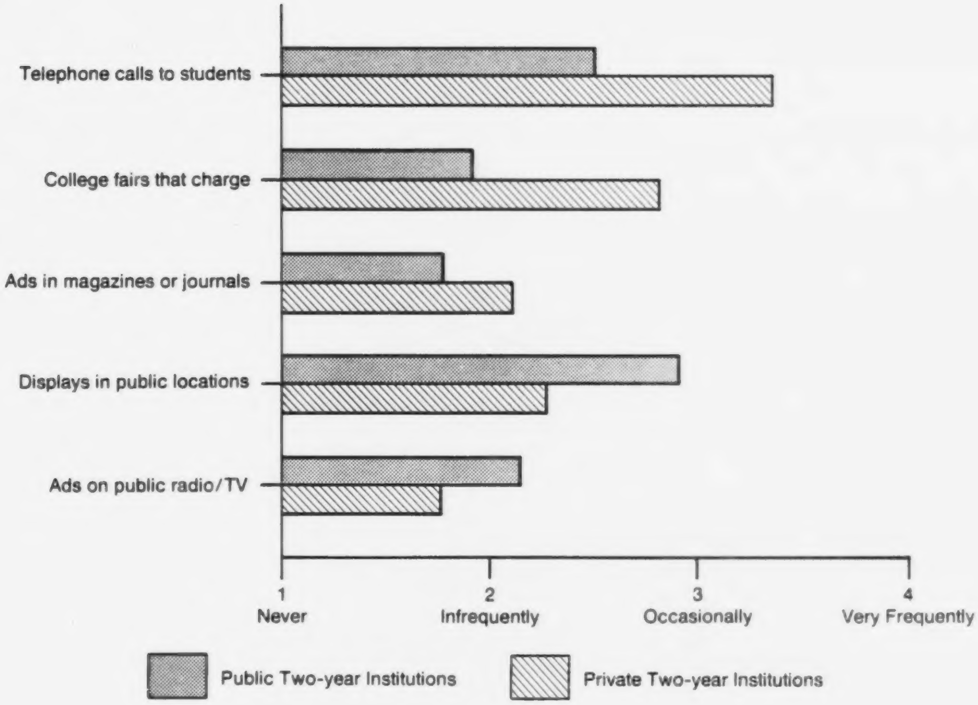


Figure 6.3
Major Differences in Recruitment Techniques Between
Public and Private Two-year Institutions

striking among private than public colleges. Other increases, reported by almost half of the institutions, involve student visits to campus and participation in college nights by four-year institutions, expanded use of promotional films by four-year private institutions, and increased use of advertisements in local newspapers and on commercial radio and television by two-year public institutions. In fact, use of almost all media increased, especially among two-year institutions. Table 6.3 presents institutional responses about trends in recruiting over time by showing the average change in the use of various recruiting techniques between 1980 and 1985.

Table 6.4 shows the trends in percentages of institutions reporting very frequent visits to high schools by different individuals as part of their recruitment efforts. The table underscores the preeminence of admissions or high school relations staff for making such visits for all types of institutions. The extent of such staff visits to high schools has increased slightly, from an already high rate in 1979, in all but two-year private institutions.

Direct Mail Services Used

Users of direct mail were asked a very specific question about the services or mailing lists they employ. Responses to this question are interesting mainly in the light of increased use by colleges of direct mail. The responses are displayed for two-year and four-year public and private institutions in Table 6.5. Overall, more respondents (41 percent) report using the Student Search Service (SSS) of the College Board than any other direct mail service listed, but the patterns of use vary considerably by type of institution. For example, more than 70 percent of four-year institutions, but fewer than 20 percent of the two-year institutions, use the SSS. Similarly, about half of the four-year and insignificant numbers of the two-year institutions use the National Merit/National Achievement Program list. Four-year public institutions report heavy or moderate use of a number of different lists: SSS (72 percent), National Merit/National Achievement Program list (68 percent), The National Scholarship Service and Fund for Negro Students list (53 percent), lists provided by state or local agencies (42 percent), and ACT's Educational Opportunity Service (35 percent). Four-year private institutions are most likely to use the SSS (73 percent) and National Merit (45 percent) lists. Two-year public institutions use lists provided by state or local agencies (28 percent). Just under half of two-year private institutions use commercial mailing list services, which relatively small proportions of other institutions report using.

TABLE 6.3

Average Change in Frequency of Use of Various Recruiting Techniques from 1980 to 1985

	Two-year Public		Two-year Private		Four-year Public		Four-year Private		All Institutions	
Recruiting Procedures	N	Average Change	N	Average Change	N	Average Change	N	Average Change	N	Average Change
Student Visits to Campus	726	0.31	212	0.39	401	0.55	809	0.55	2,148	0.46
School Personnel Visits	723	0.27	212	0.19	399	0.33	803	0.27	2,137	0.28
College Nights	718	0.26	210	0.39	403	0.51	804	0.40	2,135	0.37
College Fairs (Charge)	671	0.01	208	0.21	397	0.35	800	0.25	2,076	0.19
Visits to Central Locations	683	0.06	201	0.01	393	0.27	791	0.29	2,068	0.18
Displays, Booths, Etc.	721	0.32	205	0.03	393	0.14	779	0.03	2,098	0.15
Mailings to Students	714	0.60	207	0.57	399	0.71	801	0.70	2,121	0.65
Telephone Contacts	698	0.32	205	0.55	395	0.50	796	0.61	2,094	0.49
Advertising on/in:										
Billboards	679	0.20	200	0.11	375	0.04	743	0.02	1,997	0.09
Commercial Radio/TV	707	0.38	202	0.22	387	0.15	775	0.15	2,071	0.23
Public Radio/TV	692	0.22	201	0.05	380	0.11	761	0.03	2,034	0.11
Local Newspapers	713	0.45	207	0.26	387	0.22	779	0.20	2,086	0.29
High School Newspapers	696	0.07	203	0.01	378	0.06	771	0.09	2,048	0.07
Magazines	674	0.03	201	0.07	385	0.08	776	0.23	2,036	0.12
Promotional Audiovisual Products	676	0.23	191	0.24	57	0.45	768	0.40	2,022	0.32

Note. Average change in frequency of use is the mean of responses, where −1 = less now than in 1979; 0 = about the same; and +1 = greater now than in 1979.

Special Recruitment

Respondents were asked about the efforts they make to target their recruiting activities to special groups. Specifically, they were provided with a list of such groups and asked whether they direct special recruiting activities toward each of the groups listed and, if they do, whether such activities have increased, decreased, or stayed the same since 1980. Table 6.6 shows the responses to the question of which groups are the targets of special recruiting efforts, by type of institution.

Most institutions do some sort of special recruiting, but the targets tend to differ by type of institution. Among four-year public institutions, special activities are most commonly directed toward the academically talented (93 percent), minorities (93 percent), athletes (91 percent), students with special talents (88 percent), and adults (87 percent). Four-year private institutions target the academically talented (86 percent), minorities (77 percent), out-of-state students (77 percent), students with special talents (76 percent), and alumni relatives (75 percent). Two-year public institutions are most likely to target recruitment activities toward adult students (83 percent), part-time students (76 percent), minorities (74 percent), and veterans (72 percent). Compared with other types of institutions, two-year private colleges do relatively less recruiting of special groups other than adult students, students with special talents, part-time students, and out-of-state students.

Most of the special recruiting activity has stayed the same or increased since 1980, according to respondents' reports. Among four-year institutions, for example, an increase in the recruitment of scholars was reported by almost 70 percent. About half of the four-year institutions reported increases in their recruitment activity directed toward racial minorities. This increase was greater for public than private institutions; 66 percent of the publics, compared with 36 percent of the privates, reported increases in recruiting activity directed toward racial and ethnic minorities. This pattern of increased recruiting of racial minorities by four-year colleges is interesting in light of the decrease, reported in an earlier chapter, in the number of institutions admitting minority students as exceptions to the admissions criteria.

Both two-year and four-year institutions increased their recruiting of adult students; 47 percent of all institutions reported such an increase. And 30 percent of the institutions, including half of the two-year public

TABLE 6.4

Percentages of Institutions Reporting Very Frequent Visits to High Schools by Various Institutional Representatives in 1979 and 1985

		Two-year Public		Two-year Private		Four-year Public		Four-year Private		All Institutions	
		1979	1985	1979	1985	1979	1985	1979	1985	1979	1985
Admissions or High School Relations Staff	N	269	558	65	165	281	364	533	690	1,148	1,777
	%	67%	75%	80%	76%	84%	88%	82%	83%	78%	81%
Current Students	N	9	30	3	6	17	17	30	32	59	85
	%	2%	4%	4%	3%	5%	4%	5%	4%	4%	4%
Alumni	N	5	9	2	2	3	14	21	16	31	41
	%	1%	1%	2%	1%	1%	3%	3%	2%	2%	2%
Faculty	N	15	54	2	6	13	16	17	11	47	87
	%	4%	7%	2%	3%	4%	4%	3%	1%	3%	4%
Paid Recruiters	N	5	12	3	8	3	6	8	4	19	30
	%	1%	2%	4%	4%	1%	1%	1%	< 1%	1%	1%
Coaches, Etc.	N	58	99	4	15	81	76	75	92	218	282
	%	14%	13%	5%	7%	24%	18%	12%	11%	15%	13%
Others	N	33	32	2	1	8	4	17	8	60	45
	%	8%	4%	2%	< 1%	2%	1%	3%	< 1%	4%	2%
Number of Institutions Reporting		401	745	81	218	333	413	648	827	1,463	2,203

TABLE 6.5

Percentages of Institutions Reporting the Use of Various Direct Mail Services

	Two-year Public		Two-year Private		Four-year Public		Four-year Private		All Institutions	
Mail Service	N	%	N	%	N	%	N	%	N	%
Educational Opportunity Service (ACT)	697	10	197	17	380	35	763	34	2,037	25
Student Search Service (College Board)	699	9	203	30	394	72	800	73	2,096	41
National Merit/National Achievement Program	696	4	194	3	387	68	773	45	2,050	31
National Scholarship Service Fund for Negro Students	692	4	192	2	387	53	769	29	2,040	23
Commercial Lists	701	18	202	45	378	12	762	24	2,043	22
State or Local Agency Lists	693	28	197	26	381	42	759	26	2,030	30

TABLE 6.6

Percentages of Institutions Reporting Special Recruiting Activities for Certain Groups, by Type of Institution

	Two-year Public		Two-year Private		Four-year Public		Four-year Private		All Institutions	
Group	N	%	N	%	N	%	N	%	N	%
Athletes	417	58	67	32	363	91	582	73	1,429	67
Academically Talented	476	67	103	50	376	93	700	86	1,655	77
Alumni Relatives	300	43	91	44	261	66	606	75	1,260	60
Faculty/Staff Relatives	322	46	83	41	258	65	534	66	1,197	57
Minorities	530	74	88	43	373	93	619	77	1,600	76
Disadvantaged	487	69	69	34	302	76	464	58	1,322	63
Handicapped	457	65	62	31	264	67	392	49	1,171	53
Special Talents	420	60	76	63	348	88	613	76	1,457	69
Adults	595	83	133	64	347	87	585	73	1,660	78
Out-of-State/District	394	56	106	51	326	82	614	77	1,440	68
Part-time	541	76	111	53	306	77	530	66	1,488	70
Veterans	507	72	93	45	294	75	401	50	1,295	61
Military	371	52	62	30	273	69	356	45	1,062	51
Students/Full Cost	400	57	87	43	212	55	387	49	1,085	52

institutions, reported an increase in efforts to recruit part-time students. The increase in efforts to attract part-time students was greater for two-year than for four-year institutions.

These trends are supported by the responses to a parallel question about special recruiting in the 1979 survey. The most striking increases observed in the comparison of 1979 and 1985 responses are related to adult, academically talented, and part-time students. In 1979, 48 percent of all respondents reported special efforts to recruit adult students and 37 percent reported recruiting part-time students. In 1985, those percentages were 78 and 70, respectively. It should be noted that most institutions of higher education have identified adult students as targets of recruitment efforts in consequence of the drop in the size of the cohort of traditional-age college students (18- to 24-year-olds). Among four-year institutions, recruitment of alumni relatives increased considerably, from about 35 percent of four-year institutions in 1979 to about 60 percent in 1985.

Table 6.7 provides another view of changes in special recruiting activities. For this analysis, admissions officers were asked to make a retrospective judgment about changes between 1980 and 1985. In their judgment, the greatest change in special recruiting was for academically talented students, with adults second, and minorities third. There had been relatively less change in recruiting part-time students, in their judgment, even though it was clearly greater than in 1980.

Recruiting Range and Budget

Respondents were asked about the geographic coverage of their recruiting efforts, specifically whether they consider their range to be (primarily) local, statewide, regional, national, or international. The responses indicate a general widening of recruiting ranges, even among the institutions that have traditionally recruited broadly (see Table 6.8).

About half of all four-year public institutions report that their recruiting range is essentially regional; about a third of them report ranges that are statewide. For four-year private institutions, the range is even wider: about 20 percent report a national range and nearly another 20 percent report an international range.

On the other hand, most (72 percent) two-year public institutions describe themselves as recruiting within a local range. Among two-year private institutions, recruiting ranges are more variable. About a third describe themselves as local, 18 percent as statewide, and almost 30 percent as regional.

Asked about changes in the recruiting range since 1980, most four-year institutions and two-year private institutions report increases, even within the reported range category. Among the two-year public institutions, for instance, where the range is essentially local, 42 percent report a broadening of the local area from which their students are sought. Among four-year public

TABLE 6.7

Average Change in Level of Special Recruiting Activities for Various Groups of Students Between 1980 and 1985

	Two-year Public		Two-year Private		Four-year Public		Four-year Private		All Institutions	
	N[a]	Average Change	N[a]	Average Change	N[a]	Average Change	N[a]	Average Change	N[a]	Average Change
Athletes	401	0.23	68	0.46	364	0.38	585	0.48	1,418	0.38
Academically Talented	479	0.52	108	0.52	377	0.80	697	0.73	1,661	0.67
Alumni Relatives	302	0.13	91	0.24	262	0.30	604	0.36	1,249	0.28
Faculty/Staff Relatives	325	0.14	21	0.10	258	0.22	532	0.16	1,136	0.17
Racial/Ethnic Minorities	528	0.47	63	0.31	279	0.70	618	0.46	1,488	0.51
Disadvantaged	486	0.31	69	0.23	302	0.32	463	0.16	1,320	0.25
Handicapped	456	0.32	63	0.13	263	0.24	390	0.11	1,172	0.22
Special Talents	423	0.30	76	0.36	348	0.49	612	0.46	1,459	0.41
Adults	583	0.62	134	0.66	346	0.54	447	0.56	1,510	0.59
Out-of-State/District	395	0.24	105	0.28	192	0.48	336	0.42	1,028	0.37
Part-time	540	0.48	110	0.43	306	0.35	526	0.32	1,482	0.39
Veterans	510	0.03	92	–0.01	294	–0.04	399	0.01	1,295	0.00
Military	374	0.17	62	–0.06	274	0.04	357	0.03	1,067	0.07
Students/Full Cost	400	0.13	87	0.16	213	0.10	384	0.20	1,084	0.15
Others	42	0.57	12	0.25	9	0.22	23	0.52	86	0.48

Note. Average change in level is the mean of responses where –1 = less than in 1980; 0 = about the same; and +1 = greater than in 1980.

[a] Includes only those institutions that conduct special recruiting activities for group in question.

institutions that describe their range as regional, 83 percent report that this range represents an increase since 1980. In all categories, more than half of the respondents report increases in the range since 1980. The largest proportion (86 percent) of four-year private institutions reporting increases since 1980 is found among those who describe their range as national.

Among two-year institutions in the survey, the recruiting range has increased since 1980 in more than half of all but those that describe their range as local. Like the four-year institutions, two-year colleges are broadening their recruiting range and seeking students from a wider geographic area than in 1980.

Respondents were asked whether their recruiting budgets have increased since 1980 and, if they have, by how much. Since recruiting activity appears to have increased substantially, it would be reasonable to assume that budgets have increased accordingly.

The great majority (80 percent) of responding institutions reported increases since 1980 in the size of their recruiting budgets. The proportion of institutions reporting increases was higher among four-year than two-year institutions (89 percent compared with 71 percent) and higher among private institutions than public (89 percent vs. 70 percent). The size of the budget increase was greater in four-year public than four-year private institutions, however; 84 percent of four-year public institutions reported increases averaging 72 percent, and 92 percent of four-year private institutions reported increases averaging 60 percent. (Data on amounts were collected only from four-year institutions.)

Market Research

Respondents were asked about the kinds of studies they routinely perform for purposes of marketing and evaluation. The question asked them to indicate whether or not they conduct particular types of studies or engage in particular exploratory activities, such as sending questionnaires to selected students. Table 6.9 presents the responses to this question by type of institution.

Only four-year institutions were asked about questionnaire studies of various groups of students, specifically surveys of students who are admitted but do not enroll, enrolled students (freshmen), and students who inquire but do not apply to the institution. Surveys of

TABLE 6.8

Percentages of Institutions Reporting (1) Various Recruiting Ranges; (2) Whether Range Has Broadened Since 1980; (3) Whether Recruiting Budget Has Increased Since 1980; (4) Average Reported Increase in Budget for Those Reporting an Increase

	Two-year Public		Two-year Private		Four-year Public		Four-year Private		All Institutions	
	N	%	N	%	N	%	N	%	N	%
(1) Recruiting Range	737		217		409		822		2,185	
Local		72		33		10		6		31
Statewide		12		18		30		6		14
Regional		14		29		49		51		36
National		1		11		8		20		11
International		1		9		3		17		8
	N	% Yes	N	% Yes	N	% Yes	N	% Yes	N	% Yes
(2) Range Broadened Since 1980?	735	42	215	60	409	75	820	72	2,179	61
(3) Budget Increased Since 1980?	632	63	185	85	373	84	744	92	1,934	80
	N	% Increase	N	% Increase	N	% Increase	N	% Increase	N	% Increase
(4) Average % Budget Increase Since 1980	—[a]	—[a]	—[a]	—[a]	246	72	521	60	767	64

[a] Not asked of two-year institutions.

students who fail to enroll are the most common of the three, reported by 72 percent of the four-year colleges (75 percent of the private and 65 percent of the public). About half of the four-year institutions (56 percent of the private and 42 percent of the public) report conducting surveys of freshmen. Finally, about a quarter of the respondents send questionnaires to students who make inquiries about the institution but fail to apply.

All of the research/marketing activities asked about in the survey are performed by greater numbers of private than public institutions and, with one exception, by greater numbers of four-year than two-year institutions.

According to the 1985 survey, 64 percent of all schools do enrollment projection studies. This represents an increase over the 54 percent that reported doing such studies in the 1979 survey. Four-year institutions are more likely to do enrollment studies than two-year institutions (70 percent vs. 57 percent) and, within those categories, public institutions are more likely than private institutions to conduct such studies (74 percent and 67 percent of four-year public and private, respectively, and 58 percent and 53 percent of two-year public and private). The pattern was similar in 1979, although the percentage of institutions that report conducting such studies has increased overall.

About 64 percent of the respondent schools also report conducting evaluations of their recruiting activities. Four-year private institutions are most likely (76 percent) to conduct such studies. Four-year public and two-year private institutions (68 percent and 66 percent, respectively) also are highly likely to do so. Less than half (47 percent) of two-year public institutions report conducting such evaluations.

About a third of the respondents report using marketing or public relations consultants. Two-year and four-year private institutions are more likely to use such consultants than two-year and four-year public institutions. Forty-four percent of four-year private and 41 percent of two-year private institutions sought the consultation of marketing or public relations experts, compared with 25 percent of four-year public and 23 percent of two-year public institutions.

The amount of research related to marketing appears to have increased considerably in recent years. Although the questions asked in the 1979 survey were worded differently from those to which responses are reported here, 12 percent of all respondents to a general question about marketing studies indicated that they regularly conducted such studies; an additional 39 percent said that they conducted such studies largely informally. Four-

TABLE 6.9

Percentages of Institutions Reporting Various Market Research Activities

	Two-year Public		Two-year Private		Four-year Public		Four-year Private		All Institutions	
Market Research Activities	N	% Yes	N	% Yes	N	% Yes	N	% Yes	N	% Yes
Enrollment Projections	737	58	211	53	403	74	801	67	2,152	64
Questionnaires to Non-enrollees	—[a]	—[a]	—[a]	—[a]	405	65	808	75	1,213	71
Questionnaires to Freshmen	—[a]	—[a]	—[a]	—[a]	395	42	809	56	1,204	51
Questionnaires to Students Who Inquire but Don't Apply	—[a]	—[a]	—[a]	—[a]	401	20	803	25	1,204	24
Marketing or PR Consultants	733	23	213	41	400	25	805	44	2,151	33
Evaluations of Recruiting Activities	730	47	214	66	404	68	804	76	2,152	64

[a] Not asked of two-year institutions.

year private institutions were more likely than other types of institutions to have conducted marketing studies of one sort or another; 19 percent of them said they conducted such studies regularly and an additional 46 percent said they conducted them informally. Two-year public institutions were least likely to have conducted marketing studies.

Enrollment Objectives and Trends

It has been popularly assumed that as the population of traditional college-age students has declined, colleges and universities are, of necessity, reassessing their admissions policies. A common form of this reassessment is the particular solution or model that each college adopts to address the dilemma of maintaining its enrollment without appreciably lowering its standards. The increased attention of many institutions to part-time and adult students has already been documented in the "Special Recruitment" section of this chapter. Recruiting and marketing efforts are important components of the adaptation process and, as such, are related to institutions' continuing definition and redefinition of their constituencies.

Two questions in the survey asked about enrollment planning objectives. One question asked respondents to compare their institution's objectives for the class of freshmen entering in Fall 1985 with characteristics of the class that entered the previous year, in terms of size, academic qualifications, geographic origin, racial and ethnic diversity, and number of financial aid recipients. The other question asked for a similar comparison with characteristics of the class of freshmen entering in Fall 1980. By means of this combination of questions, an estimate can be made of the short-term fluctuations in enrollment objectives and the changes that have occurred over the (relatively) longer term.

Most four-year institutions attempted, in 1985, to have their freshman class represent the same or more of the characteristics listed (see Table 6.10). Few respondent institutions set as goals for themselves freshman classes that were smaller (despite media attention to the idea of planned shrinkage to maintain academic quality), less academically qualified, or less geographically, racially, or economically diverse than the freshman classes of the previous year. The characteristics that were sought in greater abundance were, in order of the frequency with which they were cited: academic qualifications, racial and ethnic diversity, geographic diversity, and size. The relative magnitudes of the frequencies differ according to control of the institutions: more than half of the four-year public institutions report having set as objectives higher academic standards and increased racial and/or ethnic diversity, whereas most four-year private institutions expressed a desire to stay as they were in these areas. (No schools expressed a desire for a freshman class with *lower* academic qualifications.) This difference, at least the stress on improving the academic quality of the class, is consistent with the data on admissions standards described elsewhere in this report, in which four-year public institutions appear to be raising their requirements. How successful institutions have been in actually achieving their enrollment goals is best evaluated using the enrollment data reported in Chapter 5. The responses reflected here describe institutions' intentions and their perceptions of success in meeting these goals.

Most respondent schools appear to have wanted their 1985 freshman class to reflect the same geographic diversity as the previous year's freshman class, although 36 percent aimed for greater geographic breadth. This observation is consistent with the schools' reporting of enlarged recruiting ranges, cited earlier, and with the general need that institutions of higher education face today to increase their applicant pools, presumably

TABLE 6.10

Percentages of Four-year Institutions Reporting Particular Enrollment Objectives for the Class Entering in Fall 1985 Compared With the Previous Year's Freshman Class

	Four-year Public		Four-year Private	
Objective	N	%	N	%
Size	403		821	
Smaller		12		11
About the Same		50		44
Larger		37		46
Academic Qualifications	404		820	
Lower		0		0
About the Same		47		59
Higher		53		40
Geographic Origin	404		818	
Narrower		0		2
About the Same		66		61
Broader		34		37
Racial/Ethnic Diversity	404		817	
Less		0		1
About the Same		48		62
Greater		52		37
Number of Students on Financial Aid	392		812	
Fewer		1		7
About the Same		89		80
Greater		9		13

without lowering academic standards. Virtually no schools wanted to decrease the geographic breadth represented by their 1985 freshman class.

Similarly, most four-year institutions expressed a desire to maintain the level of racial and/or ethnic diversity of the previous year, but a large percentage (42 percent overall and 52 percent in the case of four-year public institutions) aimed to increase this diversity in the 1985 class.

Most schools aimed to maintain (46 percent) or increase (43 percent) the size of their freshman class. The private institutions (46 percent) were more likely than the publics (37 percent) to want to increase their size.
The vast majority of respondents (83 percent) among four-year institutions intended to maintain a number of financial aid recipients similar to that of the previous year.

Table 6.11 compares enrollment objectives with reported changes in class characteristics between 1980 and 1985. This comparison indicates that some class characteristics changed in accordance with goals, while others did not. Academic qualifications of students and geographic diversity seemed to have increased as desired, but institutions seemed to fall somewhat short of their desired increase in racial/ethnic diversity.

Financial Aid

A limited number of questions addressed financial aid in the respondent institutions, but only as financial aid policies and practices directly affect admissions. One question asked about the relationship between admissions and financial aid decisions at the institution in 1985 and in 1980. Another asked whether the institution typically offers no-need scholarships and/or modified packaging to accepted applicants and, if so, whether such incentives are offered to particular groups of students. Finally, respondents were asked whether the financial aid office has been an increasing or decreasing presence in recruiting since 1980, or whether the role of financial aid in admissions has stayed essentially the same during the five-year period.

Respondents were asked about the relationship between financial aid decisions and admissions decisions at their institutions in a question that described four possible relationships, from no relationship to refusal to admit a student if full financial need cannot be met by the institution. The responses are displayed in Table 6.12. From these results, it would appear that financial aid is not a major factor in determining admissions decisions. In about half of the two-year institutions and about 40 percent of the four-year institutions, admissions and financial aid are unrelated. In 60 percent of the two-year

TABLE 6.11

Average Change in Freshman Class Composition Enrollment Planning Objectives for Fall 1985 Freshmen Compared With Previous Year and Composition of Current Freshman Class Compared With Fall 1980 Freshmen

	Four-year Public		Four-year Private	
	N	Average Change	N	Average Change
Planning Objective Compared With Previous Year				
Size	403	0.25	821	0.35
Academic Qualifications	404	0.53	820	0.40
Geographic Origin	404	0.34	818	0.35
Racial/Ethnic Diversity	404	0.51	817	0.37
Number of Students on Financial Aid	392	0.08	812	0.06
Current Class Compared With 1980				
Size	394	0.06	802	0.00
Academic Qualifications	394	0.55	803	0.45
Geographic Origin	394	0.31	800	0.36
Racial/Ethnic Diversity	386	0.31	802	0.22
Number of Students on Financial Aid	373	0.28	799	0.36

Note. Average change is the mean of responses where decrease = –1; about the same = 0; and increase = +1.

TABLE 6.12

Percentage of Two-year and Four-year Institutions That Report Various Relationships Between Financial Aid and Admissions Decisions in 1985

	Percentage of Institutions[a]			
Relationship	Two-year Public	Two-year Private	Four-year Public	Four-year Private
Admissions and financial aid unrelated	53%	50%	46%	35%
Student must be admitted before aid is given, but aid has no influence on decision	60%	59%	70%	77%
Amount of financial need may influence admissions decision	6%	9%	6%	5%
Will not admit a student if cannot meet full need	3%	5%	6%	5%

[a] Because some institutions checked more than one response, percentages add to more than 100.

and almost three-fourths of the four-year institutions, students must be admitted before financial aid is awarded, but the fact of the aid (or one assumes, the amount) does not influence admissions decisions. Only in very small proportions (less than 10 percent) of both two-year and four-year institutions may the amount of financial aid influence admissions decisions, according to respondents' reactions to this question. Finally, fewer than 5 percent of the institutions will refuse to admit a student if the student's full financial need cannot be met.

If financial aid is not a factor in admissions, it does appear to be a force in recruitment, at least among four-year institutions. Respondents were asked whether they offer institutional no-need awards or modified packaging to accepted applicants and, if so, whether particular groups of accepted applicants are offered such incentives. No-need scholarships involve grants of money based not on the applicant's financial need but, instead, on some other quality that the institution wants to attract. Through modified packaging, the institution can offer the applicant an attractive combination of different types of financial aid. Although the total award may not exceed the amount that the student needs, a modified package may provide more grant aid and low-interest loan funds than conventional loans and work-study. The responses to the Yes-No part of the question (see Table 6.13) show that two-thirds of all institutions and an even greater proportion of the four-year institutions offer some type of financial incentive to accepted applicants. No-need scholarships are more commonly offered than modified packaging, and both are much more likely to be offered by four-year than two-year institutions. In fact, less than half of two-year institutions offer no-need scholarships; fewer still offer modified packaging. But 80 percent of four-year institutions offer no-need scholarships and almost 60 percent offer modified packaging. Four-year public institutions are somewhat more likely than four-year privates to offer no-need financial aid, and four-year privates are slightly more likely than four-year publics to offer modified packaging. In both cases, these financial incentives are most frequently offered to scholars and athletes.

The percentages of four-year institutions that award no-need scholarships or modified packaging to various groups of accepted applicants are displayed in Figure 6.4. It can be seen that scholars and athletes are offered such incentives by 86 percent and 72 percent of the four-year public institutions, respectively, and by 79 percent and 46 percent of the four-year private institutions, respectively. In general, the groups that are offered incentives and the frequency with which they are offered are similar for public and private institutions, but publics are more likely to offer the incentives in each case. The same can also be said for two-year institutions (see Figure 6.5). This may be a function of the fact, reported in the summary statistics of the 1985-86 *Annual Survey of Colleges* (College Entrance Examination Board, 1986), that students in private colleges, where costs are generally higher than in comparable public colleges, are more likely to have need and are more likely to receive financial aid offers based on need. The relative frequencies with which various groups are offered no-need awards or modified packaging arrangements are roughly the same for two-year and four-year institutions, but four-year are much more likely than two-year

TABLE 6.13

Number and Percentage of Two-year and Four-year Institutions That Report Offering Financial Incentives to Accepted Applicants

	Two-year Public		**Two-year Private**		**Four-year Public**		**Four-year Private**		**All Institutions**	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Offer No-need Awards	221	50	45	39	337	86	624	77	1,227	66
Offer Modified Packaging	154	32	26	35	191	57	426	59	797	47

Percentage of Two-year and Four-year Institutions That Report Various Financial Inducements Awarded to Accepted Applicants in 1979 and 1985

	Two-year Public		**Two-year Private**		**Four-year Public**		**Four-year Private**		**All Institutions**	
	1979	1985	1979	1985	1979	1985	1979	1985	1979	1985
No-need Scholarships	31	50	43	39	60	86	61	77	51	66
Modified Packaging	21	32	25	35	27	57	47	59	34	47
Offered to:										
Athletes	31	32	31	23	63	72	45	46	45	45
Minorities	18	23	15	14	32	60	29	37	26	34
Disadvantaged	18	23	15	17	23	45	24	28	22	28
Special Talents	28	28	35	19	53	59	41	44	40	39
Academically Talented	36	54	54	42	72	86	71	79	61	68
Geographically Diverse	9	14	9	16	13	27	14	22	12	20
Total N	401	745	81	218	333	413	648	827	1,463	2,203

institutions to offer such inducements. Within two-year institutions, publics are more likely than privates to offer financial inducements to scholars, athletes, and other groups. About 86 percent of four-year public institutions offer no-need scholarships or modified packaging to academically talented individuals. The comparable percentages for four-year private, two-year public, and two-year private institutions are 79, 54, and 42, respectively.

Based on a comparison of the responses to questions about financial inducements in the 1979 and 1985 questionnaires (see Table 6.13), it would appear that the use of such practices is on the rise. Across all types of institutions, the use of no-need scholarships has increased from 51 percent to 66 percent, and the use of modified packaging has increased from 34 percent to 47 percent of the responding institutions.

Among four-year institutions, the increase between 1979 and 1985 in the use of financial incentives has been greater for public than private institutions. In the case of no-need scholarships, similar percentages (around 60) of public and private institutions reported offering such incentives in 1979. By 1985, proportionately more public than private institutions did so (86 percent compared with 77 percent). Incentives also increased among two-year institutions generally, but two-year private institutions reported a decrease in incentives to athletes (31 percent to 23 percent). By way of contrast, there were increases in the percentages offering financial incentives to *all* groups in four-year institutions. The largest increases were in the proportion of four-year public institutions offering financial incentives to minority group members (from 32 percent to 60 percent) and disadvantaged students (from 23 percent to 45 percent). In both public and private four-year institutions, scholars were and

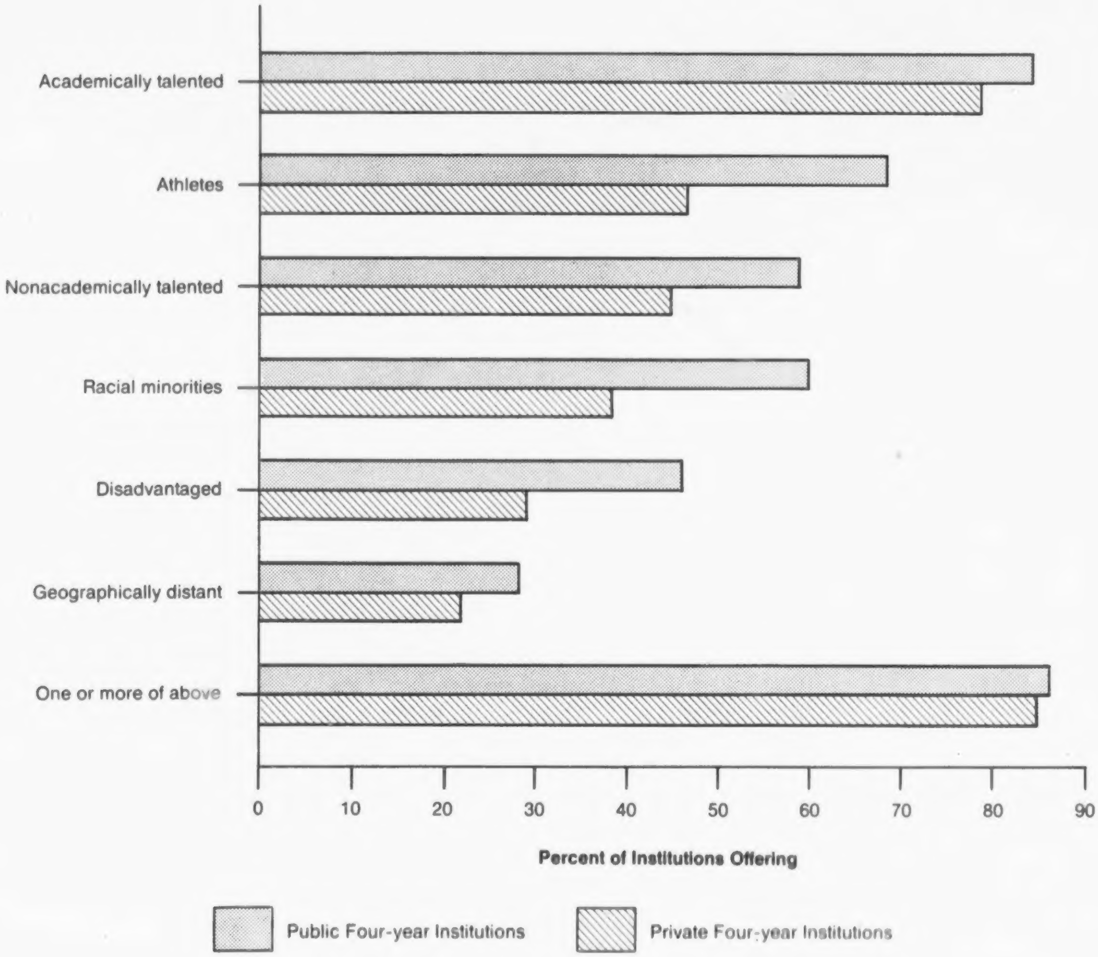


Figure 6.4
Use of No-need Awards or Modified Packaging in
Four-year Institutions

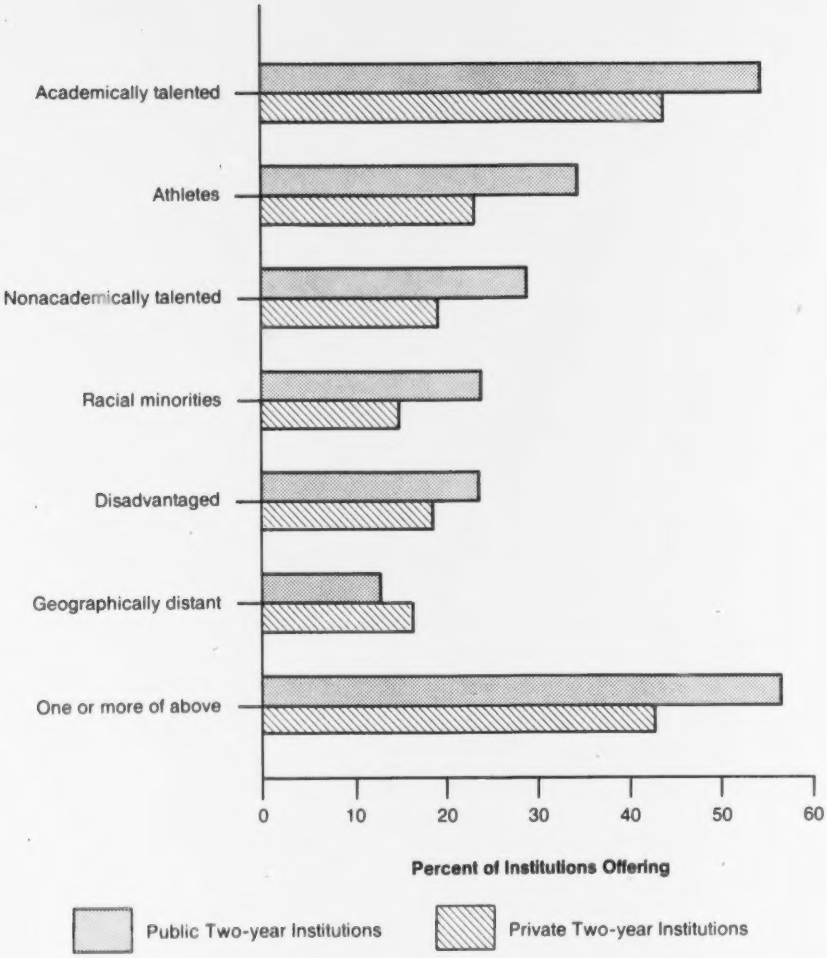


Figure 6.5
Use of No-need Awards or Modified Packaging in Two-year Institutions

continue to be most likely to be offered financial inducements; 86 percent of publics and 79 percent of privates offered such incentives in 1985. In addition, athletes are highly likely to be offered inducements in four-year public institutions (72 percent in 1985).

Finally, respondents were asked about the presence of the financial aid office in recruiting activities, specifically whether this presence has increased, decreased, or stayed the same over the past five years. The results, displayed in Table 6.14, show that the role of financial aid in recruiting has increased somewhat or remained about the same in the overwhelming majority (96 percent) of responding institutions. More than half of the institutions overall report an increase. More four-year than two-year institutions report an increase (56 percent vs. 46 percent) and more four-year private institutions (61 percent) than any other type report an increase. Only 3 percent of all institutions surveyed perceive the role of financial aid in recruiting to have decreased.

Effects of Recruitment and Marketing Efforts

The activities documented in this chapter are substantial and the question arises as to whether they have had any observable influences on the college-going population. It was noted earlier, in the chapter on enrollment, that the decline in numbers of first-time freshmen was somewhat less than the decline in high school graduates. But are greater proportions of the high school graduating class going on to college? Data from *Current Population Reports* of the Bureau of the Census would indicate that this is the case. In 1980, 50 percent of 16- to 19-year-old White high school graduates also were enrolled in

TABLE 6.14

Self-reported Trends in the Role of Financial Aid in Recruiting Since 1980

	Two-year Public		Two-year Private		Four-year Public		Four-year Private		All Institutions	
Trends	N	%	N	%	N	%	N	%	N	%
Decrease	23	3	7	3	16	4	29	4	75	3
No Change	364	50	114	53	187	46	291	36	956	44
Increase	339	47	93	43	199	50	492	61	1,123	52

college in October. In 1984, the proportion was 56 percent. Among other groups, the trends are negative, however. Blacks decreased from 45 percent in 1980 to 40 percent in 1984 and Hispanics decreased from 50 percent to 42 percent (see Appendix E). Although these trends in college-going rates might suggest that recruitment efforts are effective for Whites, but not for Blacks and Hispanics, it must be recognized that other alternatives compete with college-going. The job market, general economic forces, and military recruiting also are powerful determinants of college-going rates.

Another indication that recruitment efforts are working is that average application rates have increased (College Entrance Examination Board, 1986). Between 1980 and 1985, the average number of applications received by a constant set of 50 percent of the institutions in the College Board surveys increased by 3.5 percent.

7. *Summary and Conclusions*

This survey followed a similar survey conducted in 1979 and began in the context of three major admissions issues: demographics, standards, and equity. The demographic issue emerged from the decline in the number of 18-year-olds in the population. In 1979, there were 4.3 million 18-year-olds and 3.1 million high school graduates. In 1985, there were only 3.7 million 18-year-olds and about 2.7 million high school graduates; almost half a million potential college entrants were lost over the period. These kinds of numbers, which were easily projected in 1979 and earlier, stimulated an unprecedented marketing and recruiting effort by the nation's postsecondary institutions during the first half of the decade. While the evidence is not all in, and while what is available is not entirely in agreement, the effort seems so far to have been successful. No declines in total higher education or undergraduate enrollments have yet been reported. First-time freshmen enrollments have declined some, but not nearly as much as the number of high school graduates.

Because of the declining numbers of high school graduates, it had been feared that many colleges would need to lower admissions standards so that enrollment could be maintained. Lowering standards would also lower an institution's academic image in the eyes of potential students and parents. The 1985 survey indicates that there has been no wide-scale lowering of academic standards, as popularly assumed. Many institutions—particularly the four-year publics—have in fact *raised* standards, and some four-year institutions have reduced the proportions of students admitted as exceptions to formal academic requirements.

The standards issue has thus been transformed into an equity issue because of the possible adverse impact of higher admissions requirements on minority college access (Breland, 1985). While there has been little change in overall acceptance rates to four-year institutions, Blacks were accepted in 1985 at a slightly lower rate overall than other groups (although their rate of acceptance at the most selective private institutions was higher than for other applicants). Since Black undergraduate enrollment has declined, the view that higher standards are limiting minority access has some support. But undergraduate enrollments of Hispanics in higher education have increased in recent years, and acceptance rates of Hispanics in 1985 were about the same as for other groups. Because the lower Black enrollment could also be related to reduced financial aid or to increased numbers of Blacks entering the military, the casual link between higher admissions standards and lower Black enrollment in higher education is far from certain.

The importance of admissions in the life of the college is increasing as it faces the three critical issues of shrinking demographics, the desire for higher standards, and the concurrent desire for equity of access. A clear signal of the increased prominence of admissions is that policy setting is increasingly the province for higher-level participants such as trustees, governing boards, and state legislatures.

Enrollment

What happened to overall enrollment in higher education over the years between the two surveys? Data from the U.S. Department of Education's Center for Statistics show that, in 1979, total enrollment in higher education was 11.6 million. In 1985, it was 12.2 million. Thus, there was an increase in enrollment, rather than a decrease, even though enrollment peaked at 12.5 million in 1983. Undergraduate enrollment also increased slightly over the same period. But enrollment of first-time freshmen decreased from 2.5 million in 1979 to 2.3 million in 1985, by about 6 percent or by about 200,000 students. This decrease in first-time freshmen, however, is much less than the 400,000 decrease in high school graduates. The decline in freshman enrollment occurred primarily in two-year institutions and primarily among part-time students. The smaller decline in four-year institutions was mainly among full-time students (see Appendix E).

Data from other sources confirm these trends. The College Board's Annual Survey of Colleges (College Entrance Examination Board, 1986) has been conducted for a number of years, and trend analyses based on it from 1980 to 1985 also indicate that the decline in first-time freshmen occurred primarily in two-year institutions. The College Board surveys indicate, further, that the decline was primarily in two-year public institutions and that first-time freshman enrollment in four-year public institutions actually increased slightly. National surveys conducted by the Association Council for Policy Analysis (ACPAR) between 1982 and 1985 also show that the largest declines in first-time freshmen occurred in two-year public institutions (American Association of Collegiate Registrars and Admissions Officers, 1986). The ACPAR surveys also show a slight increase in first-time freshmen for four-year public institutions.

While estimates of magnitude differ, all sources confirm that the enrollment decline is not as substantial or as widespread as anticipated. One reason that the decline has been less than some expected is that the high school graduate cohort is not the only source of first-time freshmen. About 2.7 million persons graduated from high school in 1985, and about as many enrolled as first-time freshmen in the same year (2.3 million to 2.7 million by different estimates). Since little more than half of high school graduates go on to college in the same year they complete high school, it is obvious that many of those who enroll in college are coming from younger or older cohorts. O'Keefe (1985) has argued that older students have made up much of the gap left by the declining numbers of high school students.

Despite the decline in the numbers of high school graduates, and the observed declines in freshman enrollments, most four-year institutions reported that they planned for the same size of freshman enrollment in 1985 that they had in 1984. Some reported that they planned for a larger freshman enrollment. Only about one in ten colleges planned smaller freshman classes in 1985 than they had in 1984. Few institutions report that they are planning to reduce freshman enrollment or to select less qualified students. The implication is that they expect to compete successfully with other institutions for a shrinking pool of available students.

Recruitment

A second possible reason undergraduate enrollments have not declined as much as expected may have been the level of recruiting activity over the period. Institutional budgets for recruitment increased an average of 64 percent since 1980 in four-year institutions. This increase compares to a compounded inflation rate for the same period of only 27 percent. More than half of all four-year institutions increased their recruiting budgets more than the rate of inflation, a tenth increased their recruiting budgets by 100 percent, and several institutions increased recruiting budgets in excess of 200 percent. Recruiting is occurring across wider geographic areas now; three-fourths of four-year institutions and half of two-year institutions report a broadening of their recruiting range since 1980. The use of all types of traditional recruiting activities has increased and new techniques are emerging. While high school visits are still the mainstay, invitations to students to visit campuses, use of direct mail, telephone contacts, use of promotional audiovisual products, and special recruiting of academically talented students have increased considerably in the last few years.

Recruiting activities may have contributed to the increase in the proportion of high school graduates going on to college, but the national economy and the job market were also important factors. Data on college-going were not available for the entire period between the 1979 and 1985 surveys, but the indication is that the college-going rate has increased. In 1978, it was estimated that 59 percent of high school graduates went on to college in the same year they completed high school; in 1983, the estimate was 62.5 percent. *Current Population Reports* of the Bureau of the Census indicate, however, that the increased college-going rate occurred mainly for Whites. Despite marketing activities targeted for minorities, the proportions of Black and Hispanic high school graduates going on to college have decreased in recent years (see Appendix E). Efforts to recruit adult and part-time students have also increased. About one-half of all colleges surveyed have stepped up their efforts with adults and about one-third with part-time students. The increased recruiting activities may have contributed to the greater enrollments of older students in higher education, though much of this enrollment increase is the result of social phenomena independent of recruiting activities.

Colleges are making special efforts to recruit academically talented students. About 90 percent of four-year colleges have a specific recruitment program directed toward these students and the level of effort has increased more in the last five years than for any other subgroup of students.

Consistent with the intense effort to recruit academically talented students, the use of no-need scholarships has increased. In 1985, 86 percent of four-year public and 77 percent of four-year private institutions offered no-need scholarships, an increase of about one-third in five years.

The general picture of undergraduate admissions in 1985 is a competitive one—especially for four-year institutions. These institutions report that they received more applications and accepted more students in 1985 than in 1980, but yield rates (the proportion of accepted students who enroll) in four-year institutions decreased over the same period.

Admissions Standards

Criteria for admission to many four-year public institutions have changed visibly, if not dramatically. Significantly more institutions in 1985 than in 1979 reported that they had specific high school course requirements. Over the same period, other requirements increased such as the average minimum number of years of study required, and to some degree average high school GPA and minimum test scores. Consistent with higher standards, fewer institutions now offer exceptions to their formal academic requirements for admission to groups such as athletes, minorities, and alumni children. Whereas 39 percent of four-year private institutions reported in 1979 that they granted exceptions to minorities, only 25 percent reported that they did so in 1985. The percentage of four-year publics granting exceptions to minorities decreased from 45 to 40 percent.

Higher admissions standards have apparently led to better preparation in high schools. Data collected by both The American College Testing Program and the College Board show that students are taking more courses in high school, particularly in mathematics and science. This clear trend in recent years holds for all students, including minorities (see Appendix E).

Yet, despite the higher standards, overall acceptance rates between 1980 and 1985 remained essentially constant (College Entrance Examination Board, 1986). Perhaps the better preparation of students has matched the higher standards so that decreases in acceptance rates were not necessary. Or, it may be that the most selective institutions are now even more selective and the least selective institutions even less selective, so that overall rates show no trend.

Institutions clearly do not do all of the selecting in college admissions; students play a determining role in deciding where to apply and where to enroll if accepted. The percentage of offers accepted by students is less than the percentage of offers of admission made by colleges. In short, looked at nationally, students select colleges more than colleges select students.

Minority Access

A number of writers have noted decreases in minority enrollments over the past few years (e.g., Arbeiter, 1986; Darling-Hammond, 1985; Manning, 1984; Marks, 1985). The specific nature of these decreases varies for different data sources, different groups, and different types of institutions. The most recent data from the Center for Statistics show that undergraduate enrollment of Blacks decreased from 932,000 in 1980 to 897,000 in 1984 (a 4 percent decrease). In contrast, undergraduate enrollment of Hispanics increased from 390,000 in 1980 to 437,000 in 1984 (a 12 percent increase). Asian undergraduate enrollment increased from 215,000 in 1980 to 301,000 in 1984 (a 40 percent increase). American Indian undergraduate enrollment increased from 68,000 in 1980 to 69,000 in 1984 (a 1 percent increase). During the same period, White undergraduate enrollment increased by 1 percent. Thus, the only overall decline in undergraduate enrollment, for this 1980-84 period, was among Blacks.

Data on minority freshman enrollments for 1984 were not available from the Center for Statistics, but estimates of the representation of different groups in freshman populations may be made by examining statistics on participants in the ACT and College Board testing programs. The two data bases can be combined for the years 1982 through 1985 (see Appendix E) to represent a large proportion of college aspirants over this period. These combined counts of participants show an overall decrease of 2 percent over this period. All minority groups except Blacks increased in testing program participation: American Indians by 2 percent, Asians by 28 percent, Mexican-Americans by 10 percent, and Puerto Ricans by 10 percent. Blacks decreased by 2 percent, the same as the overall rate. These minority enrollment trends in ACT and College Board data program participants are consistent with the data from the Center for Statistics showing overall declines in first-time freshmen, but increased enrollments for all minority groups except Blacks.

The decline in enrollments among Black students is consistent also with the lower acceptance rates for Blacks seen in the 1985 survey. The data indicate that acceptance rates for minorities other than Blacks were close to the overall rates in four-year public and private colleges. But while the overall average acceptance rate in four-year colleges was 76 percent, the average Black acceptance rate was only 70 percent. In four-year private institutions, the overall average rate was also 76 percent, but the Black average rate was only 71 percent. Despite the lower average acceptance rates for Blacks, analyses within institutional selectivity categories indicated that Blacks are more likely than other students to be accepted by highly selective private institutions. Among four-year private institutions that accept half or less of applicants, the average acceptance rate for Blacks was 53 percent (as compared to an overall rate of 42 percent in those selective institutions). But in less selective institutions, public and private, Blacks tended to be accepted at average rates less than those for other students.

The average acceptance rate across institutions, for which each institution is weighted equally, differs from an acceptance rate based on the ratio of all acceptances to all applications. The latter is affected by application patterns and gives more weight to selective institutions, where there are many more applications. Accordingly, the overall ratio produces lower acceptance rates than the average rate and greater differences across groups with different application patterns.

Looked at as the ratio of all acceptances to all applications, the Black acceptance rate in four-year private institutions (61 percent) was almost identical to the overall rate (62 percent). In contrast, only 48 percent of all Asian applications to four-year private institutions were accepted (vs. an overall rate of 62 percent). This reduced rate for Asians is the result of the high rate of application by Asians to the most selective institutions. Within that set of institutions (accepting less than 50 percent of applications), Asians were accepted at close to the same rate as other students (30 percent vs. 34 percent).

Minorities, except for Asians, were more concentrated in the freshman enrollments of two-year public institutions in 1985 than were other students. Sixty-four percent each of the American Indians and Hispanics in our survey enrolled in two-year public institutions. Among Blacks, 58 percent enrolled in two-year public institutions. Only 48 percent of Asians and 52 percent of Whites enrolled in two-year public institutions. Few minorities were enrolled in two-year private institutions.

A greater proportion of Asians (35 percent) than other groups were reported in four-year public institutions, with 15 percent in four-year private institutions. Relatively fewer Blacks or Hispanics enrolled in four-year public (26 and 24 percent) or four-year private institutions (11 and 8 percent). Twenty percent of American Indians were enrolled in four-year public and 8 percent in four-year private institutions.

Declining enrollments of Blacks in recent years may be in part related to more stringent admissions standards. That they are not completely the result of higher standards is also clear. Since the higher standards observed are primarily for four-year public institutions, those higher standards do not explain the equivalent declines in two-year and four-year institutions for Blacks. Nor would higher standards be consistent with a decline in Black enrollment but an increase in American Indian and Hispanic enrollment. Studies by Lee, Rotermund, and Bertschman (1985) and Gillespie and Carlson (1983, 1984) suggest that financial factors could be an important reason for declining minority enrollments. Another factor, noted by Arbeiter (1986), is the increasing Black composition of the military services. Between 1976 and 1984, Black representation in active duty forces increased from 14.8 percent to 19 percent; over the same period, Hispanic representation decreased from 4.1 percent to 3.6 percent. These factors help to explain what appears to be a substantial decline in the proportion of Black high school graduates who go on to college.

The Next Five Years

Based on the status of college admissions in 1985 and considering the direction of trends during the first five years of the decade, it is possible to consider what we might reasonably expect for the last half of the decade and to extrapolate to what is best viewed as a speculative forecast—not a prediction.

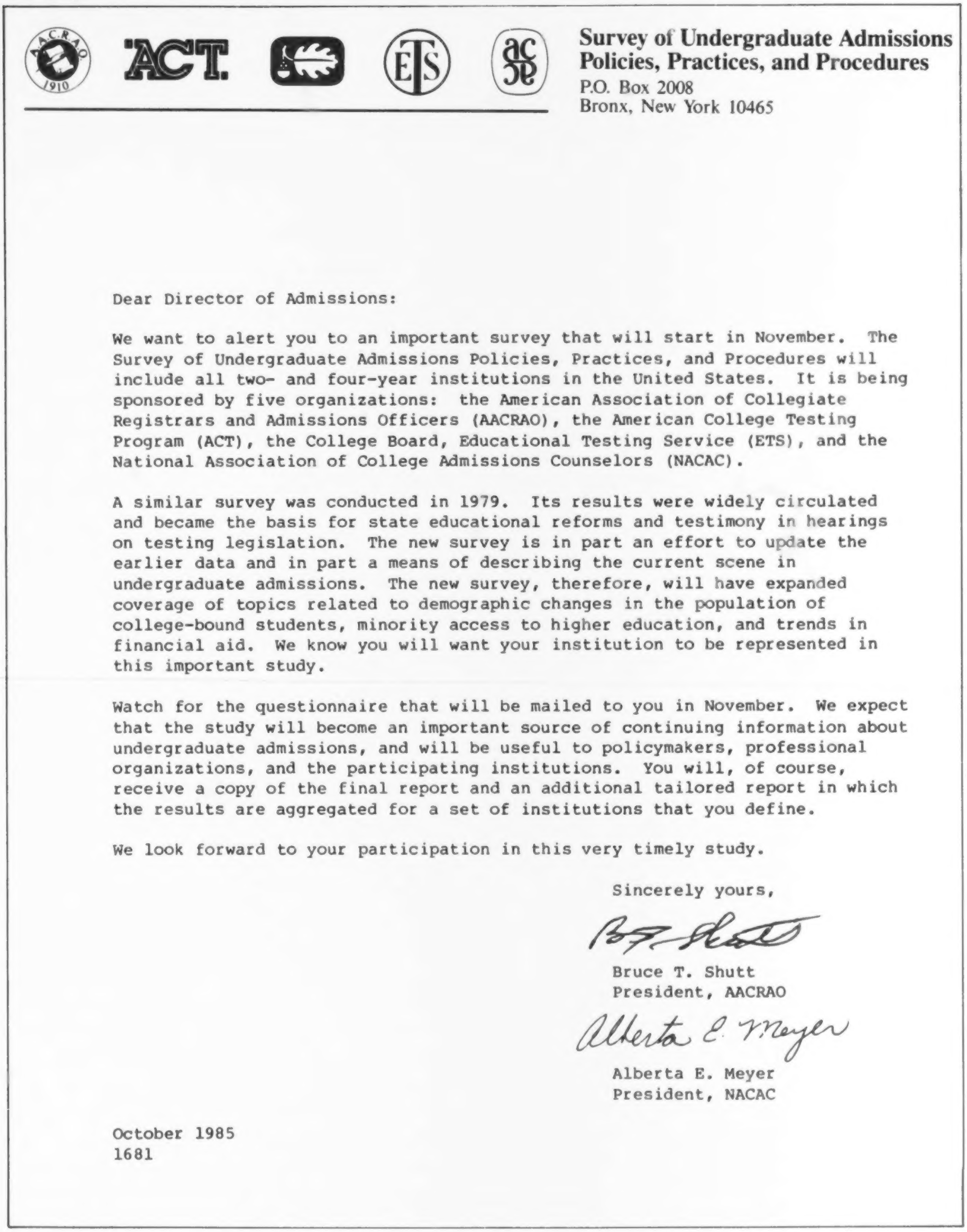
Continued declines in the number of 18-year-olds is projected until 1992. College enrollments will decline less than the 18-year-old population because of higher participation rates of younger as well as older students. By 1992, the 18-year-old population will have declined 26 percent from its peak in 1979. But it has been projected that the decline in higher education enrollments will be only 11 percent over the same period (O'Keefe, 1985). These projections are based on the assumption that participation rates for those of different ages will continue as they are now. They also assume, implicitly, that participation rates of minority students will continue at about the same rate as now. Figures compiled by Hodgkinson (1985), however, suggest that minority enrollments in higher education could increase dramatically if greater proportions of the minority population attend college. He notes that Texas public schools are now 47 percent non-White and that a majority of California school children are non-White. Asian Americans in the United States are expected to almost double during the 1980s, and large increases are expected for Hispanics and Blacks. Much of the increase in minority populations will result from immigration. One key to enrollment maintenance may be in these minority populations.

Enrollment planning strategies will undoubtedly differ over the next five years for different institutions. Many institutions will attempt to maintain the same level of enrollment as now, while others will plan for an overall reduction in enrollments. The past five years would suggest that admissions standards cannot be raised much more while maintaining the same enrollment, unless there is a continued increase in the level of preparation of high school graduates. Increased enrollment of adults and part-time students and liaisons with private business can help to ease enrollment problems. Given the dramatically increasing populations of minority students, it may be that special minority enrollment planning would be a useful focus during the next five years.

More effective recruiting efforts may also be needed during the next five years—larger staffs and budgets, more direct involvement of chief executive officers, and more targeting of minority groups seem likely. More effective recruiting might result from the development of broad strategic plans based on better evaluation of the effectiveness of the various recruiting activities, a consideration of retention as well as yield, a careful examination of minority participation rates, and school/college collaborations to improve preparation in secondary schools. More colleges may also need to examine carefully their admissions standards as they relate to secondary school preparation through studies of student performance and retention.

Appendixes

Appendix A
Survey Communications



Survey of Undergraduate Admissions Policies, Practices, and Procedures
P.O. Box 2008
Bronx, New York 10465

Dear Director of Admissions:

We want to alert you to an important survey that will start in November. The Survey of Undergraduate Admissions Policies, Practices, and Procedures will include all two- and four-year institutions in the United States. It is being sponsored by five organizations: the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the American College Testing Program (ACT), the College Board, Educational Testing Service (ETS), and the National Association of College Admissions Counselors (NACAC).

A similar survey was conducted in 1979. Its results were widely circulated and became the basis for state educational reforms and testimony in hearings on testing legislation. The new survey is in part an effort to update the earlier data and in part a means of describing the current scene in undergraduate admissions. The new survey, therefore, will have expanded coverage of topics related to demographic changes in the population of college-bound students, minority access to higher education, and trends in financial aid. We know you will want your institution to be represented in this important study.

Watch for the questionnaire that will be mailed to you in November. We expect that the study will become an important source of continuing information about undergraduate admissions, and will be useful to policymakers, professional organizations, and the participating institutions. You will, of course, receive a copy of the final report and an additional tailored report in which the results are aggregated for a set of institutions that you define.

We look forward to your participation in this very timely study.

Sincerely yours,

Bruce T. Shutt
President, AACRAO

Alberta E. Meyer

Alberta E. Meyer
President, NACAC

October 1985
1681

Survey of Undergraduate Admissions Policies, Practices, and Procedures
P.O. Box 2008
Bronx, New York 10465

Dear Director of Admissions:

We need your help in an important national survey of policies and practices related to undergraduate admissions. The survey is being sponsored and conducted by five organizations: the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the American College Testing Program (ACT), the College Board, Educational Testing Service (ETS), and the National Association of College Admissions Counselors (NACAC). The survey is in part a sequel to one conducted by AACRAO and the College Board in 1979 and in part a new survey intended to address current issues in admissions. The purposes of the survey are:

- to describe current admissions policies and practices as they relate to demographic changes in the population of college-bound students, minority access to higher education, and reduced availability of financial aid for higher education

- to describe major changes since 1979 in policies and practices guiding undergraduate admissions.

The report based on the 1979 survey was widely cited. Data from that report were used as the basis for state educational reforms and testimony in hearings on testing legislation, to name but two, highly public outcomes. The data were also used by many organizations in need of current information on admissions practices and enrollment projections.

Because the undergraduate admissions scene is changing rapidly, there are a number of important policy questions to be addressed by the data collected in this survey. We expect, for instance, that many institutions will look to the results to place their own recruitment efforts in a national or regional perspective. A quick review of the enclosed questionnaire should give you some idea of the range and variety of information to be collected from institutions. Questionnaires have been mailed to your counterparts at all two- and four-year undergraduate institutions in the United States. To reduce the amount of information you will need to provide, we will augment the data collected on the questionnaire with data that are available from other sources.

The success of the study will depend largely on the completeness and accuracy of the information collected on the questionnaire. For this, we are dependent on the cooperation of individuals like you at each institution.

The enclosed questionnaire should be completed by the Director of Admissions or other official who is responsible for undergraduate admissions policy and decision making at your institution. If you are not that person, please pass this letter and the questionnaire on to the appropriate individual.

Your responses will be kept confidential. Neither your institution nor the individual who completes the questionnaire will be identified in any way. Only aggregate data will be published, and no information about individual institutions will be released to anyone.

A preliminary report of the findings of the study will be presented at meetings of the sponsoring organizations as they occur, and a copy of the final report will be sent to each participating institution. We will also prepare, for each participating institution, a tailored report of aggregate data that represent what you consider to be your peer institutions. At the end of the questionnaire, you will be given a choice among categories that describe the institutional control, region, and selectivity of greatest interest to you. We will then produce a report that summarizes the questionnaire responses for all respondent institutions with like characteristics. We believe that such a report will be valuable.

We are excited about this study. The 1979 survey produced data that attracted considerable attention. We expect that the sequel will become an important source of continuing information about the admissions process. For this reason, your cooperation and support are extremely important.

If you or your colleagues have any questions about completing the questionnaire, please call the Survey of Undergraduate Admissions Policies, Practices, and Procedures at (212) 713-8133.

Sincerely yours,

Bruce T. Shutt
President, AACRAO

Alberta E. Meyer

Alberta E. Meyer
President, NACAC

November 1985
1683
Enclosure

Appendix B
Questionnaire for Two-year Institutions

Survey of Undergraduate Admissions Policies, Practices, and Procedures

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Questionnaire for Two-Year Institutions

1985

INSTRUCTIONS

The questionnaire should be completed by the person at your institution who is responsible for undergraduate admissions policy and decision making. If you are *not* that person, please pass the questionnaire on to the appropriate individual.

Most of the items in the questionnaire ask you to circle one or more of the numbers preceding or following the response appropriate for your institution.

Sample item:

1. Control
   ① Public
   2 Private

The remaining questions require you to enter a number if applicable. The small numbers that appear throughout the questionnaire are for keypunching purposes only and should be ignored. Please be sure to answer all questions applicable to your institution.

Occasionally a question may require you to obtain information from other offices. Feel free to involve others. Where numbers are requested, please provide estimated figures if exact numbers are not available.

Your responses will be treated as confidential. Neither you nor your institution will be individually identified. No information about particular institutions will be released in reports of the survey findings. Only aggregate data will be reported.

For the most part, the questions ask about policies and practices of your institution as they applied to students who were first-time applicants for undergraduate admission to degree programs in Fall 1985. In some instances, in order to describe trends, we have also asked for comparisons with the policies and practices that affected students who applied for undergraduate admission in Fall 1980. We hope that you will attempt to find this information if you do not have it yourself, but that you will check the "Don't Know" option if you cannot locate it.

When you have completed the questionnaire, please return it in the envelope provided by December 20.

Institutional Characteristics

Circle the number preceding all appropriate responses.

1. Control

1 — 1 Public
2 Private

2. Location

1 Very large city (500,000 +)
2 Large city (250,000-499,999)
2 — 3 Small city (50,000-249,999)
4 Large town (10,000-49,999)
5 Small town (2,500-9,999)
6 Rural community (<2,500)

3. Region

1 New England: CT, MA, ME, NH, RI, VT
2 Middle States: DE, DC, MD, NJ, NY, PA
3 — 3 South: AL, FL, GA, KY, LA, MS, NC, SC, TN, VA
4 Midwest: IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, SD, WV, WI
5 Southwest: AR, NM, OK, TX
6 West: AK, AZ, CA, CO, HI, ID, MT, NV, OR, UT, WA, WY

4. Campus Environment

1 Urban
4 — 2 Suburban
3 Rural

Accessibility and Selectivity

5. Which one of the following statements best describes the general admissions practices of your institution?

5
1 Any individual wishing to attend will be admitted without review of conventional academic qualifications.
2 Any high school graduate (or person with equivalent credentials) will be admitted.
3 The majority of individuals who meet some specified level of academic achievement or other qualifications above and beyond high school graduation are admitted.
4 Among those individuals who meet some specified level of academic achievement or other qualifications above and beyond high school graduation, only a limited number will be admitted.

6. How do the admissions standards at your institution compare with those in 1980? (Circle one number on each line.)

		Standards today are:				
		Lower than in 1980	About the same as in 1980	Higher than in 1980	Not applicable	Don't know
6	The general level of selectivity	1	2	3	4	5
7	The pattern of high school course work	1	2	3	4	5
8	High school GPA or rank in class	1	2	3	4	5
9	The level of performance on admissions tests	1	2	3	4	5

7. Does your institution have individual programs or departments whose admissions practices are MORE selective or LESS selective than the general admissions practices of the institution?

10
1 No
2 Yes

If yes, about what percentage of students admitted in Fall 1985 were admitted to programs that are MORE selective?

Enter percentage: ________ 11-14

What percentage of the students admitted to MORE selective programs are members of minority groups?

Enter percentage: ________ 15-18

Policies and Practices

8. Does your institution provide prospective degree-seeking students with the following kinds of information? (Circle one number on each line.)

		No	Yes, but only on request	Yes, routinely
19	The basis for admissions decisions	1	2	3
20	Exceptions to the admissions policies	1	2	3
21	Profiles of the high school rank in class of prior years' degree-seeking students	1	2	3
22	Profiles of the first-year achievement of degree-seeking students	1	2	3
23	Examples of the kinds of financial aid available to "typical" students	1	2	3
24	Equations or schedules for use in calculating the probability or amount of financial aid that might be awarded	1	2	3
25	Completion or retention rates	1	2	3
26	Employment experience or average salary for graduates of the institutions or particular programs	1	2	3
27	The percent of graduates who transfer to four-year institutions	1	2	3

9. Do you use any of the following as criteria to determine eligibility for degree candidacy? (Circle one number on each line.)

		No	Yes
28	High school GPA	1	2
29	High school rank in class	1	2
30	Scores on admissions tests (ACT or SAT)	1	2
31	Scores on basic skills tests	1	2
32	Scores on other locally developed or administered tests	1	2
33	Other (Specify) ______________________________		2

10. Does your institution have a formal procedure by which rejected applicants may appeal admissions decisions?

34
1 Yes, we have such a procedure and all rejected applicants are routinely informed of it.
2 Yes, we have such a procedure but inform students of it only when they inquire specifically.
3 We do not have a formal procedure, but individual decisions are reviewed by the admissions office upon request.
4 No, we do not have such a procedure.

11. Do you have a category of provisional admission to degree candidacy status?

36 — 1 No
2 Yes

12. Do you systematically offer reduced tuition or financial aid to any of the following groups? (Circle one number on each line.)

		Yes	No
501	Athletes	1	2
502	Alumni relatives	1	2
503	Faculty/staff relatives	1	2
504	Racial/ethnic minorities	1	2
505	Disadvantaged students as distinct from racial/ethnic minorities	1	2
506	Handicapped students	1	2
507	Students with special talents in areas such as art, music, etc.	1	2
508	Adult students	1	2
509	Out-of-state or out-of-district students	1	2
510	Part-time students	1	2
511	Veterans	1	2
512	Active military personnel	1	2
513	Students who can pay the full cost	1	2
514	Other (Specify) ________________________	1	

13. For purposes of recruiting and/or special admissions practices, which of the following racial/ethnic groups do you consider minorities? (Circle the "1's" for all that apply.)

48 1 American Indians or Alaskan Natives
49 1 Asian Americans or Orientals
50 1 Blacks
51 1 Hispanics (include Puerto Ricans, Cubans, and Mexican Americans)
52 1 Whites
53 1 Other (Specify) ________________________

14. What percentage of students who enrolled in degree programs for the first time in Fall 1985 were students from out-of-district or out-of-state?

Enter percentage: ________
54-56

15. How does this percentage compare with the percentage of out-of-district or out-of-state students enrolled in Fall 1980?

57
1 The percentage was lower in 1985 than in 1980.
2 The percentage was about the same.
3 The percentage was higher in 1985 than in 1980.

16. Is there a limit on the percent of students your institution can or will enroll as out-of-district or out-of-state students?

58
1 No
2 Yes. What is the limit?

Enter percentage: ______ 59-61

17. Does your institution conduct or commission any of the following research activities?

		No	Yes	If yes, give year of most recent
62	Profiles of first-time incoming freshmen	1	2	19____ 63-64
67	Conduct validity studies* for the total freshman population	1	2	19____ 68-69
72	Conduct validity studies* based on different groups of students	1	2	19____ 73-74
77	Conduct retention studies based on different groups of students	1	2	19____ 78-79

*Studies that correlate test scores and high school grades with college achievement.

Enrollment Data

18. Please enter the numbers for first-time students enrolled in degree-granting programs at your institution for the Fall term 1985.

Total number ______ 87-90

Number who are

Black ______ 91-94

Hispanic ______ 95-98

Asian ______ 99-102

American Indian ______ 103-106

White ______ 107-110

Other ______ 111-114

19. How do the above numbers compare with the corresponding numbers for 1980?

	In 1985, the number:	Was less than in 1980	Was about the same as 1980	Was greater than in 1980
115	Total number	1	2	3
116	Black	1	2	3
117	Hispanic	1	2	3
118	Asian	1	2	3
119	American Indian	1	2	3
120	White	1	2	3

Student Characteristics

20. What were the mean (average) high school GPA and the mean percentile rank in class of first-time degree-seeking students at your institution for Fall 1985?

If data are not available, enter "NA." ________ 121-122

Mean GPA ________ 123-126

Mean percentile rank in class ________ 127-129

Recruitment and Marketing

21. Does your institution conduct or commission any of the following activities?

		No	Yes
130	Conduct studies projecting future enrollment	1	2
131	Contract with a marketing research or public relations design consultant for help in marketing, advertising, or recruiting	1	2
132	Conduct comparative evaluations of various recruiting activities	1	2

22. How extensively does your institution use each of the following recruiting devices? (Circle one number on each line.)

		Never	Infrequently	Occasionally	Very frequently
133	Visits to campus by prospective students and/or their families	1	2	3	4
134	Visits to campus by secondary school personnel	1	2	3	4
135	College nights with more than your own institution invited to attend	1	2	3	4
136	College fairs that charge for participation	1	2	3	4
137	Visits to noninstitutional central locations with students and families interested only in your institution invited to attend	1	2	3	4
138	Displays, booths in central or public locations, malls, etc.	1	2	3	4
139	Direct mailings to prospective students	1	2	3	4
140	Telephone calls to prospective students or toll-free lines for incoming calls	1	2	3	4
	Advertisements on/in:				
141	Billboards or transit-bus/subways, etc., posters	1	2	3	4
142	Commercial radio or television	1	2	3	4
143	Public television	1	2	3	4
144	Local newspapers	1	2	3	4
145	High school newspapers	1	2	3	4
146	Magazines or journals	1	2	3	4
147	Promotional films, videotapes, cassettes, etc.	1	2	3	4
148	Other (Specify) ______________________________		2	3	4

23. Compared with their use in 1980, do you use the following recruiting devices more, less, or about the same? (Circle one number on each line.)

		Compared with its use in 1980, we use this device		
		Less	About the same	More
149	Visits to campus by prospective students and/or their families	1	2	3
150	Visits to campus by secondary school personnel	1	2	3
151	College nights with more than your own institution invited to attend	1	2	3
152	College fairs that charge for participation	1	2	3
153	Visits to noninstitutional central locations with students and families interested only in your institution invited to attend	1	2	3
154	Displays, booths in central or public locations, malls, etc.)	1	2	3
155	Direct mailings to prospective students	1	2	3
156	Telephone calls to prospective students or toll-free lines for incoming calls	1	2	3
	Advertisements on/in:	1	2	3
157	Billboards or transit-bus/subways, etc., posters	1	2	3
158	Commercial radio or television	1	2	3
159	Public television	1	2	3
160	Local newspapers	1	2	3
161	High school newspapers	1	2	3
162	Magazines or journals	1	2	3
163	Promotional films, videotapes, cassettes, etc.	1	2	3
164	Other (Specify) ________________		2	3

24. If your institution uses direct mail to communicate with prospective applicants, do you purchase any of the following services or mailing lists? (Circle one number on each line.)

		Yes	No
165	ACT's Educational Opportunity Service	1	2
166	The College Board's Student Search Service	1	2
167	National Merit/National Achievement Program list	1	2
168	National Scholarship Service and Fund for Negro Students (NSSFNS)	1	2
169	A commercial mailing list service	1	2
170	A list provided by a state or local agency	1	2
	Other (Specify)		
171	________________	1	

25. How frequently do each of the following make visits to high schools as part of the recruiting activities of your institution? (Circle one number on each line.)

		Never	Infrequently	Occasionally	Very frequently
173	Admissions office or high school relations staff	1	2	3	4
174	Current students	1	2	3	4
175	Faculty	1	2	3	4
176	Alumni	1	2	3	4
177	Recruiters who are not regular institutional employees	1	2	3	4
178	Coaches, band directors, other activity advisers	1	2	3	4
	Other (Specify)				
179	______________________________		2	3	4

26. Does your institution direct special recruiting activities toward any of the following groups of students? If yes, is the recruiting activity greater, about the same, or less than recruiting activity directed at the group in 1980? (Circle one number on each line.)

			Recruiting activity in 1985 was		
		No	Less than in 1980	About the same as in 1980	Greater than in 1980
181	Athletes	1	2	3	4
182	Academically talented students	1	2	3	4
183	Alumni relatives	1	2	3	4
184	Faculty/staff relatives	1	2	3	4
185	Racial/ethnic minorities	1	2	3	4
186	Disadvantaged students (as distinct from racial/ethnic minorities)	1	2	3	4
187	Handicapped	1	2	3	4
188	Students with special talents in areas such as art, music, etc.	1	2	3	4
189	Adult students	1	2	3	4
190	Out-of-state or out-of-district students	1	2	3	4
191	Part-time students	1	2	3	4
192	Veterans	1	2	3	4
193	Active military personnel	1	2	3	4
194	Students who can pay the full cost	1	2	3	4
195	Other (Specify)				
	______________________________		2	3	4

27. How would you define your recruiting range? (Circle one number only.)

196
1 Local
2 Statewide
3 Regional
4 National
5 International

28. Have you broadened your recruiting area since 1980?

197
1 Yes
2 No

29. Has your recruiting budget increased since 1980?

198
1 No
2 Don't know
3 Yes

If yes, by approximately what percent has it increased?

Enter percentage: ________ 199-200

30. Do you engage in any of the following practices in order to expand your pool of potential degree-seeking students?

		Yes	No
201	Award credit for noncredit courses taken	1	2
202	Offer "career" courses to increase students' awareness of options	1	2
203	Direct special marketing efforts—publications, events, etc.—at nondegree-seeking students	1	2
204	Work with business and industry	1	2

Guidance, Placement, and Support Services

31. Do you give diagnostic/placement tests in any of the following areas? If yes, are these required for all students or selected students?

			Required of	
		No	Selected Students	All Students
205	Reading	1	2	3
206	Writing	1	2	3
207	Arithmetic or computation	1	2	3
208	Algebra	1	2	3
209	Other academic areas (Specify)			
	______________________________		2	3
300	English as a second language	1	2	3
301	Study skills	1	2	3

32. Do you have a developmental program for students who are not adequately prepared in any of the following areas?

		Yes	No
302	Reading	1	2
303	Writing	1	2
304	Arithmetic or computation	1	2
305	Algebra	1	2
306	Other academic areas (Specify)		
	______________________________	1	
307	English as a second language	1	2
308	Study skills	1	2

33. What percentage of first-time degree-seeking students in Fall 1985 at your institution are taking one or more remedial courses during their first semester or year?

Enter percentage: ________ 309-310

34. How does the percentage of first-time degree-seeking students who take one or more remedial/developmental courses compare with the percentage in Fall 1980?

311
1 The percentage was smaller in 1985 than in 1980
2 The percentages were about the same
3 The percentage was larger in 1985 than in 1980

Financial Aid

35. What is the relationship between admission to a degree program and financial aid decisions at your institution? What was the relationship in 1980? (Circle one number in each column.)

		In 1985	In 1980
312	The admissions and financial aid decisions are completely unrelated	1	2
313	A student must be admitted before aid is offered, but financial need has no influence on the admissions decision	1	2
314	The amount of a student's financial need or prospective financial aid award may influence the admissions decision	1	2
315	A student may not be admitted if we are unable to meet full need	1	2

36. Do you offer institutional no-need awards or modified packaging to accepted applicants?

		Yes	No
316	No-need awards	1	2
317	Modified packaging	1	2

Do you offer institutional no-need awards or modified packaging to any of the following groups?

		Yes	No
318	Athletes	1	2
319	Racial or ethnic minorities	1	2
320	Disadvantaged students	1	2
322	Students with special nonacademic talents	1	2
324	Academically talented students	1	2
326	Students from different geographic locations	1	2

37. Since 1980 has the role of the financial aid office in recruiting increased, decreased, or stayed about the same?

328
1 Has decreased
2 Has stayed about the same
3 Has increased

Institutional Structure

38. Who is mainly responsible for establishing broad guidelines and for setting the policies that apply to admission to a degree program for students at your institution? (Circle all that apply in each column.)

		Establishing broad guidelines	Setting specific policies
329	Admissions committee	1	2
330	Admissions office staff	1	2
331	Chief executive officer	1	2
332	Executive council of deans or similar administrative group	1	2
333	Faculty senate	1	2
334	Individual senate	1	2
335	Board of trustees or other governing board	1	2
336	Students	1	2
337	State legislature	1	2
338	State coordinating board or 1202 commission	1	2
339	Other (Specify) ____________________	1	2

39. What is the size of the admissions staff at your institution? Enter number of full-time equivalents in each category:

Professional staff ________ 340-342

Clerical/support staff ________ 343-345

40. How many of the above staff members are members of minority groups?

Professional staff ________ 346-348

Clerical/support staff ________ 349-351

41. What is your job title? ____ 352-402

42. What is the title of your administrative supervisor?

____ 403-453

Thank you for your cooperation. If you would like to receive a summary report of responses for a group of institutions that you consider to be similar to your own, check the descriptors below that represent the reporting categories of greatest interest to you.

CIRCLE ONLY ONE NUMBER IN EACH CATEGORY.

Type of institution:
1 2-year
2 4-year

Control:
1 Public
2 Private

Region*:

1	New England	4	Midwest
2	Middle States	5	Southwest
3	South	6	West

Selectivity:
1 Top third
2 Middle third
3 Bottom third
4 Essentially open door

*See page 3 of this questionnaire for states included in each region.

* * * * *

If there is sufficient interest in the specific aggregation you request, we will produce and send you a report that summarizes the results for the set of schools defined by the particular combination of categories you have selected. This level of summary information will NOT be included in the published report of the survey.

* * * * *

Name

Institution

Address

City State Zip

Note: Your name and address are needed only for purposes of sending you the report you request. It will not in any way be associated with the information you provide in the questionnaire.

Survey of Undergraduate Admissions Policies, Practices, and Procedures

Questionnaire for Four-Year Institutions

1985

INSTRUCTIONS

The questionnaire should be completed by the person at your institution who is responsible for undergraduate admissions policy and decision making. If you are *not* that person, please pass the questionnaire on to the appropriate individual.

Most of the items in the questionnaire ask you to circle one or more of the numbers preceding or following the response appropriate for your institution.

Sample item:

1. Control
 ① Public
 2 Private

The remaining questions require you to enter a number if applicable. The small numbers that appear throughout the questionnaire are for keypunching purposes only and should be ignored. Please be sure to answer all questions applicable to your institution.

Occasionally a question may require you to obtain information from other offices. Feel free to involve others. Where numbers are requested, please provide estimated figures if exact numbers are not available.

Your responses will be treated as confidential. Neither you nor your institution will be individually identified. No information about particular institutions will be released in reports of the survey findings. Only aggregate data will be reported.

For the most part, the questions ask about policies and practices of your institution as they applied to students who were first-time applicants for undergraduate admission to degree programs in Fall 1985. In some instances, in order to describe trends, we have also asked for comparisons with the policies and practices that affected students who applied for undergraduate admission in Fall 1980. We hope that you will attempt to find this information if you do not have it yourself, but that you will check the "Don't Know" option if you cannot locate it.

When you have completed the questionnaire, please return it in the envelope provided by December 20.

Institutional Characteristics

Circle the number preceding all appropriate responses.

1. Control

1 1 Public
2 Private

2. Location

1 Very large city (500,000 +)
2 Large city (250,000-499,999)
3 Small city (50,000-249,999)
2 4 Large town (10,000-49,999)
5 Small town (2,500-9,999)
6 Rural community (<2,500)

3. Region

1 New England: CT, MA, ME, NH, RI, VT
2 Middle States: DE, DC, MD, NJ, NY, PA
3 3 South: AL, FL, GA, KY, LA, MS, NC, SC, TN, VA
4 Midwest: IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, SD, WV, WI
5 Southwest: AR, NM, OK, TX
6 West: AK, AZ, CA, CO, HI, ID, MT, NV, OR, UT, WA, WY

4. Campus Environment

1 Urban
4 2 Suburban
3 Rural

5. Which one of the following best characterizes your undergraduate student population?

1 Primarily local
5 2 Primarily within state
3 Primarily regional
4 Primarily national

Accessibility and Selectivity

6. Which one of the following statements best describes the general admissions practices of your institution?

6
1 Any individual wishing to attend will be admitted without review of conventional academic qualifications.
2 Any high school graduate (or person with equivalent credentials) will be admitted.
3 The majority of individuals who meet some specified level of academic achievement or other qualifications above and beyond high school graduation are admitted.
4 Among those individuals who meet some specified level of academic achievement or other qualifications above and beyond high school graduation, only a limited number will be admitted.

7. How do the admissions standards at your institution compare with those in 1980? (Circle one number on each line.)

		Standards today are:			
		Lower than in 1980	About the same as in 1980	Higher than in 1980	Don't know
7	The general level of selectivity	1	2	3	4
8	The level and years of high school course work	1	2	3	4
9	High school GPA or rank in class	1	2	3	4
10	The level of performance on admissions tests	1	2	3	4

8. Does your institution have individual programs or departments whose admissions practices are MORE selective or LESS selective than the general admissions practices of the institution?

11
1 No
2 Yes

If yes, about what percentage of students admitted in Fall 1985 were admitted to programs that are MORE selective?

Enter percentage: ________ 12-14

What percentage of the students admitted to MORE selective programs are members of minority groups?

Enter percentage: ________ 15-17

Policies and Practices

9. How important is each of the following factors in your admissions process? (Circle one number on each line.)

		We do not consider this	A minor factor	A moderately important factor	A very important factor	The single most important factor
18	High school academic performance (GPA or rank in class)	1	2	3	4	5
19	Admissions test scores like ACT or SAT	1	2	3	4	5
20	Achievement test scores	1	2	3	4	5
21	Letters of recommendation	1	2	3	4	5
22	Interviews	1	2	3	4	5
23	Essay or autobiographical statement	1	2	3	4	5
24	Health statement	1	2	3	4	5
25	Candidate's state of residence	1	2	3	4	5
26	Portfolios, auditions, or other documentation of accomplishments	1	2	3	4	5
27	Pattern of high school course work	1	2	3	4	5
28	Declaration of major	1	2	3	4	5
29	Need for financial assistance	1	2	3	4	5
30	Other (Specify)					
	____________________		2	3	4	5

10. What changes have occurred since 1980 in the importance your institution places on each of the following factors? (Circle one number on each line.)

		Compared with 1980, the emphasis on this factor is		
		Less now	About the same as in 1980	Greater now
31	High school academic performance (GPA or rank in class)	1	2	3
32	Admissions test scores like ACT or SAT	1	2	3
33	Achievement test scores	1	2	3
34	Letters of recommendation	1	2	3
35	Interviews	1	2	3
36	Essay or autobiographical statement	1	2	3
37	Health statement	1	2	3
38	Candidate's state of residence	1	2	3
39	Portfolios, auditions, or other documentation of accomplishments	1	2	3
40	Pattern of high school course work	1	2	3
41	Declaration of major	1	2	3
42	Need for financial assistance	1	2	3
43	Other (Specify) ______________________	1	2	3

11. How are admissions test scores used at your institution? (Circle the "1's" for all that apply.)

44 1 We do not require the submission of admissions test scores and consequently make no regular use of them.
45 1 We require test scores for admission to some but not all academic programs.
46 1 Scores are routinely considered in reaching an overall judgment regarding admissibility for practically all freshman applications.
47 1 Scores for practically all freshman applicants are reviewed to see if there are indications that the individual may have difficulty in completing the academic program without special assistance.
48 1 Scores are checked only when other application credentials fall below some specific level.
49 1 Scores are used by the institution in freshman class profile descriptions and by prospective applicants as part of a self-selection process.
50 1 Scores are used for placement decisions.
51 1 Scores are required or recommended but seldom play any role in the admissions decision or course placement of individual students.

12. Indicate the ***number*** of years of high school study required and/or recommended of applicants to your institution in Fall 1985 and Fall 1980. If your institution has no specific subject requirements in one or more of the areas listed, please enter a zero. If you have specific requirements not listed below, please report them under the most appropriate category. *Note:* Do not include special requirements for admission to particular programs. Limit fractions to one decimal place.

REQUIREMENTS

Enter the number of years or zero for each subject, for 1985 and 1980.

	Fall 1985	Fall 1980
English	________ 701-703	________ 704-706
Mathematics	________ 707-709	________ 710-712
Physical Sciences	________ 713-715	________ 716-718
Biological Sciences	________ 719-721	________ 722-724
Social Studies	________ 725-727	________ 728-730
Foreign Language	________ 731-733	________ 734-736
Other (Specify) ________________	________ 737-739	________ 740-742

RECOMMENDATIONS

Enter the number of years or zero for each subject, for 1985 and 1980.

	Fall 1985	Fall 1980
English	________ 743-745	________ 746-748
Mathematics	________ 749-751	________ 752-754
Physical Sciences	________ 755-757	________ 758-760
Biological Sciences	________ 761-763	________ 764-766
Social Studies	________ 767-769	________ 770-772
Foreign Language	________ 773-775	________ 776-778
Other (Specify) ________________	________ 779-781	________ 782-784

13. Do you use high school GPA or rank in class in your admissions process? (Circle one number in each column.)

		GPA		Rank in class
No	78	1	79	1
Yes		2		2

If yes, do you accept high school calculations of students' GPA or rank in class or do you recalculate them? (Circle one number in each column.)

		GPA		Rank in class
Recalculate for some students	80	1	81	1
Routinely recalculate		2		2
Routinely accept high school's calculation		3		3

If you do recalculate, do you weight differently than high schools do?

		GPA		Rank in class
Yes	82	1	83	1
No		2		2

Do you prefer weighted or unweighted GPA or rank in class?

		GPA		Rank in class
Weighted	84	1	85	1
Unweighted		2		2
No preference		3		3

14. Does your institution use self-reported high school grades in the admissions process?

86

1 Yes, we make a preliminary decision on the basis of self-reported grades, but an official transcript is required.
2 Yes, we rely on self-reported grades in most cases, and typically do not require an official transcript.
3 No.
4 No, we do not typically require or review high school grades.

15. What role do the following personal qualities play in the decision to admit freshmen to your institution? (Circle one number on each line.)

		Not an important factor	Sometimes an important factor	Often an important factor
87	Leadership ability	1	2	3
88	Extracurricular activities in high school	1	2	3
89	Community or church involvement	1	2	3
90	Motivation or initiative	1	2	3
91	Work experience related to intended field of study	1	2	3
92	Compatibility between institutional qualities and student characteristics or needs	1	2	3
93	Citizenship or moral character	1	2	3
94	Special skills or abilities	1	2	3
95	Something else (Specify) ______________________________		2	3

16. Does your institution provide prospective students with the following kinds of information? (Circle one number on each line.)

		No	Yes, but only on request	Yes, routinely
96	The basis for admission decisions	1	2	3
97	Exceptions to the standard admissions policy	1	2	3
98	Profiles of the high school rank in class of prior years' admitted students	1	2	3
99	Profiles of the first-year achievements of admitted students	1	2	3
100	Tables or equations to estimate admissibility	1	2	3
101	Tables or equations to estimate probable first-year achievement	1	2	3
102	Examples of the kinds of financial aid available to "typical" students	1	2	3
103	Equations or schedules to estimate the probability of amount of financial aid that might be awarded	1	2	3
104	Completion or retention rates	1	2	3
105	Employment experience or average salary for graduates of the institution	1	2	3
106	The percent of graduates who enroll in graduate or professional schools	1	2	3

17. Does your institution have a formal procedure through which rejected applicants may appeal the admissions decision?

1 Yes, we have such a procedure and all rejected applicants are routinely informed of it.
2 Yes, we have such a procedure but inform students of it only when they inquire specifically.
107 — 3 We do not have a formal procedure, but individual decisions are reviewed by the admissions office upon request.
4 No, we do not have such a procedure.

18. Does your institution have minimum standards below which an applicant is generally not considered eligible for admission? (Circle one number on each line.) If yes, please enter the minimum standard.

		No	Yes	Specify Minimum
High school GPA	108	1	2	________ 109-112
High school rank in class	113	1	2	________ 114-117
ACT				
English	118	1	2	________ 119-120
Math	122	1	2	________ 123-124
Social Studies	126	1	2	________ 127-128
Natural Science	130	1	2	________ 131-132
Composite	134	1	2	________ 135-136
SAT				
SAT-Verbal	138	1	2	________ 139-140
SAT-Mathematical	142	1	2	________ 143-144
Combined	146	1	2	________ 147-148
A predicted GPA index based on high school performance and test scores	150	1	2	________ 151-154
Other (Specify)________________	155		2	________

19. For purposes of recruiting and/or special admissions practices, which of the following racial/ethnic groups do you consider minorities? (Circle the "1's" for all that apply.)

156 1 American Indians or Alaskan Natives
157 1 Asian Americans or Orientals
158 1 Blacks
159 1 Hispanics (include Puerto Ricans, Cubans, and Mexican Americans)
160 1 Whites
161 1 Other (Specify)____

20. Are exceptions to the formal academic requirements for admission granted to any of the following groups? (Circle one number on each line.)

		Yes	No
800	Athletes	1	2
801	Alumni relatives	1	2
802	Faculty/staff relatives	1	2
803	Racial/ethnic minorities	1	2
804	Disadvantaged students as distinct from racial/ethnic minorities	1	2
805	Handicapped students	1	2
806	Students with special talents in areas such as art, music, etc.	1	2
807	Adult students	1	2
808	Out-of-state or out-of-district students	1	2
809	Part-time students	1	2
810	Veterans	1	2
811	Active military personnel	1	2
812	Students who can pay the full cost	1	2
813	Other (Specify)____________________	1	

21. What percentage of freshmen in Fall 1985 were accepted as exceptions to formal academic requirements?

Enter percentage:__________
173-174

How does this percentage compare with the percentage of freshmen accepted as exceptions in Fall 1980?

175
1 The proportion was lower in 1985 than in 1980.
2 The proportion was about the same.
3 The proportion was higher in 1985 than in 1980.

What percentage of freshmen accepted as exceptions in Fall 1985 were members of racial/ethnic minority groups?

Enter percentage:__________
176-178

22. Is there a limit on the percentage of students your institution will accept as exceptions?

180
1 No
2 Yes. If yes, what is the limit?

Enter percentage:__________
181-182

23. Is there a limit on the percentage of students your institution can or will accept as out-of-state students?

183
1 No
2 Yes. If yes, what is the limit?

Enter percentage:__________
184-185

24. Does your institution conduct or commission any of the following research activities?

		No	Yes	If yes, give most recent year
186	Prepare profiles of incoming freshmen	1	2	19____ 187-188
190	Conduct validity studies* for the total freshman population	1	2	19____ 191-192
195	Conduct validity studies* based on different groups of students	1	2	19____ 196-197
200	Conduct retention studies based on different groups of students	1	2	19____ 201-202

* Studies that correlate test scores and high school grades with college achievement.

Enrollment Data

25. Please enter the following *numbers* for your first-time freshmen for Fall 1985. Provide estimates where exact data are not available.

	Applicants	Accepted Applicants	Enrolled Freshmen
Total Number	205-210	211-216	217-221
Number who are:			
Black	222-226	227-231	232-236
Hispanic	237-241	242-246	247-251
Asian	252-256	257-261	262-266
American Indian or Alaskan Native	267-271	272-276	277-281
White	282-286	287-291	292-296
Other	297-301	302-306	307-311

26. How do the above numbers compare with the corresponding numbers for 1980? Please estimate where exact data are not available.

	In 1985, the number of:	Was less than in 1980	Was about the same as 1980	Was greater than in 1980
312	Applicants—total	1	2	3
313	Accepted applicants—total	1	2	3
314	Enrolled freshmen—total	1	2	3

In 1985, the number of:

		Was less than in 1980	Was about the same as 1980	Was greater than in 1980
315	Black applicants	1	2	3
316	Black accepted applicants	1	2	3
317	Black enrolled freshmen	1	2	3
318	Hispanic applicants	1	2	3
319	Hispanic accepted applicants	1	2	3
320	Hispanic enrolled freshmen	1	2	3
321	Asian applicants	1	2	3
322	Asian accepted applicants	1	2	3
323	Asian enrolled freshmen	1	2	3
324	American Indian applicants	1	2	3
325	American Indian accepted applicants	1	2	3
326	American Indian enrolled freshmen	1	2	3
327	White applicants	1	2	3
328	White accepted applicants	1	2	3
329	White enrolled freshmen	1	2	3

27. Please enter the following data for your freshmen class for Fall 1985. Provide estimates where exact figures are not available. Where data are not available or applicable, enter "NA."

	Fall 1985		
	Applicants	Accepted Applicants	Enrolled Freshmen
Mean high school GPA	343-346	347-350	351-354
Mean high school percentile rank in class	355-357	358-360	361-363
Mean ACT Scores:			
English	364-367	368-371	372-375
Math	376-379	380-382	383-386
Social Studies	387-390	391-394	395-398
Natural Science	399-402	403-406	407-410
Composite	411-414	415-418	419-422
Mean SAT Scores:			
SAT-Verbal	423-425	426-428	429-431
SAT-Mathematical	432-434	435-437	438-440
Combined	441-443	444-446	447-449

Do the above enrollment figures include freshmen accepted as exceptions to formal academic requirements?

450
1 Yes
2 No
3 Don't know

28. What percentage of freshmen in Fall 1985 at your institution are taking one or more remedial courses during their first semester or year?

Enter percentage: ________
451-453

How does this percentage compare with the percentage in Fall 1980?

454
1 The percentage was smaller in 1985 than in 1980.
2 The percentage was about the same.
3 The percentage was larger in 1985 than in 1980.

29. How many students who enrolled at your institution in Fall 1985 were transfers from or graduates of two-year institutions? Provide estimate where exact figures are not available.

____
333-336

How many of these students are members of minority groups?

____
337-340

30. How do the above numbers compare with the corresponding numbers for 1980? (Circle one number for each line.)

		1985 Number			Don't know
		Smaller	Same	Greater	
341	Total number of transfers who graduated from two-year institutions	1	2	3	4
342	Minority group members	1	2	3	4

Recruitment and Marketing

31. Does your institution conduct or commission any of the following activities?

		No	Yes
455	Conduct studies projecting future enrollment	1	2
456	Send questionnaires to accepted students who fail to enroll	1	2
457	Send questionnaires about college choice to incoming freshmen	1	2
458	Send questionnaires to students who inquire about your institution but don't apply	1	2
459	Contract with a market research or public relations design consultant for help in marketing, advertising, or recruiting	1	2
460	Conduct comparative evaluations of various recruiting activities	1	2

32. How extensively does your institution use each of the following recruiting devices? (Circle one number on each line.)

		Never ↓	Infrequently ↓	Occasionally ↓	Very frequently ↓
461	Visits to campus by prospective students and/or their families	1	2	3	4
462	Visits to campus by secondary school personnel	1	2	3	4
463	College nights with more than your own institution invited to attend	1	2	3	4
464	College fairs that charge for participation	1	2	3	4
465	Visits to noninstitutional central locations with students and families interested only in your institution invited to attend	1	2	3	4
466	Displays, booths in central or public locations, malls, etc.	1	2	3	4
467	Direct mailings to prospective students	1	2	3	4
468	Telephone calls to prospective students or toll-free lines for incoming calls	1	2	3	4
	Advertisements on/in:				
469	Billboards or transit-bus/subways, etc., posters	1	2	3	4
470	Commercial radio or television	1	2	3	4
471	Public television	1	2	3	4
472	Local newspapers	1	2	3	4
473	High school newspapers	1	2	3	4
474	Magazines or journals	1	2	3	4
475	Promotional films, videotapes, cassettes, etc.	1	2	3	4
476	Other (Specify)				
	____________________		2	3	4

33. Compared with their use in 1980, do you use the following recruiting devices more, less, or about the same? (Circle one number on each line.)

		Compared with its use in 1980, we use this device		
		Less	About the same	More
477	Visits to campus by prospective students and/or their families	1	2	3
478	Visits to campus by secondary school personnel	1	2	3
479	College nights with more than your own institution invited to attend	1	2	3
480	College fairs that charge for participation	1	2	3
481	Visits to noninstitutional central locations with students and families interested only in your institution invited to attend	1	2	3
482	Displays, booths in central or public locations, malls, etc.	1	2	3
483	Direct mailings to prospective students	1	2	3
484	Telephone calls to prospective students or toll-free lines for incoming calls	1	2	3
	Advertisements on/in:	1	2	3
485	Billboards or transit-bus/subways, etc., posters	1	2	3
486	Commercial radio or television	1	2	3
487	Public television	1	2	3
488	Local newspapers	1	2	3
489	High school newspapers	1	2	3
490	Magazines or journals	1	2	3
491	Promotional films, videotapes, cassettes, etc.	1	2	3
492	Other (Specify) ______________________	1	2	3

34. If your institution uses direct mail to communicate with prospective applicants, do you use any of the following services or mailing lists? (Circle one number on each line.)

		Yes	No
493	ACT's Educational Opportunity Service	1	2
494	The College Board's Student Search Service	1	2
495	National Merit/National Achievement Program list	1	2
496	National Scholarship Service and Fund for Negro Students (NSSFNS)	1	2
497	A commercial mailing list service	1	2
498	A list provided by a state or local agency	1	2
499	Other (Specify) ______________________	1	

35. How frequently do each of the following make visits to high schools as part of the recruiting activities of your institution? (Circle one number on each line.)

		Never	Infrequently	Occasionally	Very frequently
500	Admissions office or high school relations staff	1	2	3	4
501	Current students	1	2	3	4
502	Faculty	1	2	3	4
503	Alumni	1	2	3	4
504	Recruiters who are not regular institutional employees	1	2	3	4
505	Coaches, band directors, other activity advisers	1	2	3	4
506	Other (Specify) ______		2	3	4

36. Does your institution direct special recruiting activities toward any of the following groups of students? If yes, is the recruiting activity greater, about the same, or less than recruiting activity directed at the group in 1980? (Circle one number on each line.)

			Recruiting activity in 1985 was		
		No	Less than in 1980	About the same as in 1980	Greater than in 1980
507	Athletes	1	2	3	4
508	Academically talented students	1	2	3	4
509	Alumni relatives	1	2	3	4
510	Faculty/staff relatives	1	2	3	4
511	Racial/ethnic minorities	1	2	3	4
512	Disadvantaged students as distinct from racial/ethnic minorities	1	2	3	4
513	Handicapped students	1	2	3	4
514	Students with special talents in areas such as art, music, etc.	1	2	3	4
515	Adult students	1	2	3	4
516	Out-of-state or out-of-district students	1	2	3	4
517	Part-time students	1	2	3	4
518	Veterans	1	2	3	4
519	Active military personnel	1	2	3	4
520	Students who can pay the full cost	1	2	3	4
521	Other (Specify) ______		2	3	4

37. How would you define your recruiting range? (Circle one "1" only.)

522 1 Local
523 1 Statewide
524 1 Regional
525 1 National
526 1 International

38. Have you broadened your recruiting area since 1980?

527
1 Yes
2 No

39. Has your recruiting budget increased since 1980?

528
1 No
2 Don't know
3 Yes

If yes, by approximately what percent has it increased?

Enter percentage: ________
529-531

40. What were your enrollment planning objectives for the class of freshmen entering in Fall 1985, compared with the previous year's freshman class? (Circle one number on each line.)

		Compared with the previous year we were planning for a class that was		
532	Size	Smaller 1	About the Same 2	Larger 3
533	Academic qualifications	Lower 1	About the Same 2	Higher 3
534	Geographic origin	Narrower 1	About the Same 2	Broader 3
535	Racial/ethnic diversity	Less 1	About the Same 2	Greater 3
536	Number of students on financial aid	Fewer 1	About the Same 2	Greater 3

41. How does the current freshman class compare with the class of freshmen that entered in Fall 1980? (Circle one number on each line.)

		Compared with 1980, the Freshman class of 1985 is		
537	Size	Smaller 1	About the Same 2	Larger 3
538	Academic qualifications	Lower 1	About the Same 2	Higher 3
539	Geographic origin	Narrower 1	About the Same 2	Broader 3
540	Racial/ethnic diversity	Less 1	About the Same 2	Greater 3
541	Number of students on financial aid	Fewer 1	About the Same 2	Greater 3

Financial Aid

42. What is the relationship between admission and financial aid decisions at your institution? What was the relationship in 1980? (Circle one box in each column.)

		In 1985	In 1980
542	The admissions and financial aid decisions are completely unrelated	1	2
543	A student must be admitted before aid is offered, but financial need has no influence on the admissions decision	1	2
544	The amount of a student's financial need or prospective financial aid award may influence the admissions decision	1	2
545	A student may not be admitted if we are unable to meet full need	1	2

43. Do you offer institutional no-need awards or modified packaging to accepted applicants?

		Yes	No
546	No-need awards	1	2
547	Modified packaging	1	2

Do you offer institutional no-need awards or modified packaging to any of the following groups of accepted applicants?

		Yes	No
548	Athletes	1	2
549	Racial or ethnic minorities	1	2
550	Disadvantaged students	1	2
551	Students with special nonacademic talents	1	2
552	Academically talented students	1	2
553	Students from different geographic locations	1	2

44. Since 1980 has the role of the financial aid office in recruiting increased, decreased, or stayed about the same?

558
1 Has decreased
2 Has stayed about the same
3 Has increased

Institutional Structure

45. Who at your institution have primary responsibility for establishing broad guidelines and for setting the specific policies that apply to entering freshmen? (Circle all that apply in each column.)

		Establishing broad guidelines	Setting specific policies
559	Admissions committee	1	2
560	Admissions office staff	1	2
561	Chief executive officer	1	2
562	Executive council of deans or similar administrative group	1	2
563	Faculty senate	1	2
564	Individual senate	1	2
565	Board of trustees or other governing board	1	2
566	Students	1	2
567	State legislature	1	2
568	State coordinating board or 1202 commission	1	2
569	Other (Specify) ____________________	1	2

46. What is the size of the admissions staff at your institution? Enter number of full-time equivalents in each category.

Professional staff ______ 570-572

Clerical/support staff ______ 573-575

47. How many of the above staff members are members of minority groups?

Professional staff ______ 576-578

Clerical/support staff ______ 579-581

48. What is your job title? ______________________ 582-622

49. What is the title of your administrative supervisor?

______________________ 623-673

Thank you for your cooperation. If you would like to receive a summary report of responses for a group of institutions that you consider to be similar to your own, check the descriptors below that represent the reporting categories of greatest interest to you.

CIRCLE ONLY ONE NUMBER IN EACH CATEGORY.

Type of institution:
1 2-year
2 4-year

Control:
1 Public
2 Private

Region*:
1 New England
2 Middle States
3 South
4 Midwest
5 Southwest
6 West

Selectivity:
1 Top third
2 Middle third
3 Bottom third
4 Essentially open door

*See page 3 of this questionnaire for states included in each region.

* * * * *

If there is sufficient interest in the specific aggregation you request, we will produce and send you a report that summarizes the results for the set of schools defined by the particular combination of categories you have selected. This level of summary information will NOT be included in the published report of the survey.

* * * * *

Name

Institution

Address

City State Zip

Note: Your name and address are needed only for purposes of sending you the report you request. It will not in any way be associated with the information you provide in the questionnaire.

Appendix D
Technical Notes

No. 1, p. 5
Estimates of the number of first-time freshmen vary. The College Board's *Annual Survey of Colleges* counted 2,685,056 first-time freshmen in 1985 and 2,790,707 in 1984. Both counts were based on less than perfect responses from the universe of institutions surveyed (96 percent of four-year and 92 percent of two-year institutions responded in 1984; in 1985, 97 percent of four-year and 93 percent of two-year institutions responded). In contrast, the U.S. Department of Education's Center for Statistics counted a total of only 2,292,000 first-time freshmen for 1985.

No. 2, p. 8
It is possible to test whether the proportion of institutions of a particular type was the same in 1985 as it was in 1979. The test statistic requires the standard error of the difference in sample proportions. This test typically assumes that the responding portions of the 1979 and 1985 target universes are random and independent samples. We know that this is not the case. The assumption of randomness is not, however, critical if the response rates are sufficiently high, as they are here. And while we know that the samples also are not independent (since the same institutions tended to cooperate both times), the positive correlation between the sample proportions serves to make the test more stringent (providing an overestimate of the correct standard error of the difference of proportions). In Table 2.1, the standard error of the difference in proportions of institutions reporting that they were open-door in 1979 compared to those reporting they were open-door in 1985 is 1.59. It is common practice to consider a difference of more than two standard errors (e.g., 2*(1.59) = 3.18%) to be significant. Since the differences between the proportions of 1979 and 1985 four-year public institutions characterizing themselves as open-door is 5% (20%–15%), it may be stated that there is a significantly lower proportion of such institutions in 1985. Significant differences also were noted in the characterization of two-year private institutions, but these are not practically significant because of the differences in the two-year private respondents for the two surveys. All other comparisons in Table 2.1 led to non-significant differences.

No. 3, p. 19
The institutional size category was determined by trisecting the distribution of enrolled freshmen within the institutional type. Among four-year private institutions, for example, approximately one-third are small (fewer than 300 freshmen), one-third are medium (300 to 500 freshmen), and one-third are large (more than 500 freshmen).

No. 4, p. 20
The data presented in Tables 3.5, 3.11, and 3.12 are based on a final file for the 1986-87 Annual Survey of Colleges, which was provided by the College Board. This file contained 1,179 two-year institutions and 1,624 four-year institutions.

No. 5, p. 38
Enrollment figures in this chapter must be interpreted with caution because of two separate sources of ambiguity in the data. First, the questions about enrollment were, of necessity, asked in somewhat different fashions for two-year and four-year institutions. Admissions officers at two-year institutions were asked to supply the numbers of "first-time students enrolled in degree-granting programs." Respondents in four-year institutions were asked for the numbers of "first-time freshmen." The second source of ambiguity in the data lies with the fact that different numbers of institutions are represented in the figures for each subgroup of students. More institutions provided total figures than provided numbers for subgroups, and different institutions provided numbers for different subgroups.

No. 6, p. 40
The numbers of institutions reporting the numbers of students in *all three* stages of enrollment—applications, acceptances, and enrolled—were so small that they were not representative of the institutions surveyed. As a result, proportional representations of subgroups in each of the three enrollment stages were computed from all institutions reporting. This solution is less than ideal because differences in proportions across stages may be due to differences in the institutions reporting information for each of the three stages. Nevertheless, this approach proved to be the most reasonable among the alternatives available. For example, computation of proportional representation from the averages of Table 5.4 results in inflated proportions of "Others" and of other groups for whom few institutions reported information. When one or more of the proportions is inflated, the proportions for other groups are deflated.

Appendix E
Tables

TABLE E-1

Past and Projected Trends in the 18-year-old Population and in High School Graduates, 1971 to 1990

Year	Number of 18-year-olds (in thousands)	High School Graduates (in thousands)	As Percent of 18-year-olds
1971	3,878	2,937	75.7
1972	3,976	3,001	75.5
1973	4,053	3,036	74.9
1974	4,103	3,074	74.9
1975	4,256	3,133	73.6
1976	4,266	3,148	73.8
1977	4,257	3,154	74.1
1978	4,247	3,127	73.6
1979	4,316	3,101	71.8
1980	4,258	3,093	71.5
1981	4,239	3,020	71.2
1982	4,193	3,001	71.6
1983	4,022	2,888	71.8
	Projected		
1984	3,774	2,775[a]	73.0
1985	3,658	2,700[a]	73.8
1986	3,574	2,650	74.1
1987	3,667	2,720	74.2
1988	3,772	2,739	72.6
1989	3,777	2,742	72.6
1990	3,431	2,491	72.6

[a] Actual.

Source: U.S. Department of Education, National Center for Education Statistics: *Statistics of Public Elementary and Secondary Day Schools*, various years; *Statistics of Nonpublic Elementary and Secondary Schools*, various years; Public High School Graduates, 1980-81, *Bulletin*, 1983; *Projections of Education Statistics to 1992-93*, 1985; and unpublished tabluations.

TABLE E-2

College Enrollment as a Percentage of High School Graduates in the 16-19 Age Population, 1973 to 1984

Year	High School Graduates			College Enrollment[a]			Percentage of High School Graduates		
	White[b]	Black[b]	Hispanic[b]	White[b]	Black[b]	Hispanic[b]	White	Black	Hispanic[c]
1973	5,465	622	197	2,528	231	97	46.2	37.1	49.2
1974	5,576	620	247	2,575	266	123	46.2	42.9	49.8
1975	5,686	609	261	2,862	293	131	50.3	48.1	50.2
1976	5,646	665	301	2,809	335	156	49.8	50.4	51.8
1977	5,669	643	281	2,800	306	137	49.4	47.6	48.8
1978	5,672	642	264	2,781	308	124	49.0	48.0	47.0
1979	5,661	662	305	2,743	322	142	48.5	48.6	46.6
1980	5,610	700	294	2,784	313	147	49.6	44.8	50.0
1981	5,392	709	310	2,831	335	144	52.5	47.2	46.5
1982	5,307	717	329	2,759	295	158	52.0	41.1	48.0
1983	5,179	719	311	2,787	289	151	53.8	40.2	48.6
1984	4,934	751	338	2,746	303	141	55.6	40.3	41.7

[a] Assumes all students enrolled in college are high school graduates.

[b] Numbers in thousands.

[c] Based on relatively small samples and, therefore, less accurate than percentages for other groups.

Source: U.S. Bureau of the Census *Current Population Reports,* "School Enrollment and Economic Characteristics of Students," Series P-20. Nos. 272, 278, 303, 319, 321, 346, 360, 362, 373, 392, 394.

TABLE E-3

Trends in Fall Enrollment, by Sex, Institutional Control, and Enrollment Category: 50 States and D.C., Fall 1977 to 1984

Enrollment Category and Year	All Institutions			Public Institutions	Private Institutions		
	Total	Men	Women		Total	Nonprofit	Proprietary
All Students							
Fall 1985[a]	12,247,000						
Fall 1984	12,242,940	5,863,574	6,378,366				
Fall 1983	12,464,661	6,023,725	6,440,936	9,682,734	2,781,927	2,589,187	192,740
Fall 1982	12,425,780	6,031,384	6,394,396	9,696,087	2,729,693	2,552,739	176,954
Fall 1981	12,371,672	5,975,056	6,396,616	9,647,032	2,724,640	2,572,405	152,235
Fall 1980	12,096,895	5,874,374	6,222,521	9,457,394	2,639,501	2,527,787	111,714
Fall 1979	11,569,899	5,682,877	5,887,022	9,036,822	2,533,077	2,461,773	71,304
Fall 1978	11,260,092	5,640,998	5,619,094	8,785,893	2,474,199	2,408,331	65,868
Fall 1977	11,285,787	5,789,016	5,496,771	8,846,993	2,438,794	2,386,652	52,142
First-time Freshmen							
Fall 1985[a]	2,292,000						
Fall 1984	2,356,898	1,112,303	1,244,595				
Fall 1983	2,448,703	1,159,049	1,284,654	1,918,113	525,590	440,326	85,264
Fall 1982	2,505,466	1,199,237	1,306,229	1,984,968	520,498	441,720	78,778
Fall 1981	2,595,421	1,217,680	1,377,741	2,072,443	522,978	460,352	62,626
Fall 1980	2,587,644	1,218,961	1,368,683	2,078,986	508,658	461,590	47,068
Fall 1979	2,502,896	1,179,846	1,323,050	2,013,973	488,923	458,556	30,367
Fall 1978	2,389,627	1,141,777	1,247,850	1,910,247	479,380	452,990	26,390
Fall 1977	2,394,426	1,155,856	1,238,370	1,923,145	471,281	451,522	19,759

[a] Estimated figures.

Source: U.S. Department of Education, National Center for Education Statistics, *Fall Enrollment in Colleges and Universities 1983; The Chronicle of Higher Education*, January 2, 1986 (for 1984 figures); and unpublished tabulations (for 1985 figures).

TABLE E-4

Total Enrollment in Institutions of Higher Education by Institution, Level of Student, Race/Ethnicity, and Sex of Student, 1980 to 1984

	Race/Ethnicity and Sex of Student	Enrollment by Institution			
		Total	Public	Private	Undergraduate
1980	Total	12,086,808	9,456,423	2,630,385	9,262,003
	Men	5,868,095	4,521,632	1,346,463	4,488,357
	Women	6,218,713	4,934,791	1,283,922	4,773,646
	White	9,833,012	7,656,094	2,176,918	7,466,278
	Men	4,772,918	3,658,136	1,114,782	3,632,900
	Women	5,060,094	3,997,958	1,062,136	3,833,378
	Black	1,106,750	876,070	230,680	932,254
	Men	463,739	365,296	98,443	393,397
	Women	643,011	510,774	132,237	538,857
	Hispanic	471,717	406,150	65,567	390,463
	Men	231,609	198,652	32,957	190,224
	Women	240,108	207,498	32,610	200,239
	Asian	286,446	239,710	46,736	215,002
	Men	151,287	124,771	26,516	112,522
	Women	135,159	114,939	20,220	102,480
	American Indian	83,903	74,224	9,679	67,917
	Men	37,776	33,417	4,359	30,542
	Women	46,127	40,807	5,320	37,375
	Nonresident Alien	304,980	240,175	100,805	190,089
	Men	210,766	141,360	69,406	128,772
	Women	94,214	62,815	31,399	61,317
1984	Total	12,161,778	9,424,911	2,736,867	9,451,066
	Men	5,824,388	4,448,502	1,375,886	4,518,645
	Women	6,337,390	4,976,409	1,360,981	4,932,421
	White	9,766,845	7,524,802	2,242,043	7,549,607
	Men	4,667,606	3,542,374	1,125,232	3,620,973
	Women	5,099,239	3,982,428	1,116,811	3,928,634
	Black	1,069,885	841,336	228,549	897,185
	Men	434,515	340,030	94,485	368,089
	Women	635,370	501,306	134,064	529,096
	Hispanic	528,786	452,514	76,272	436,614
	Men	251,030	213,705	37,325	206,337
	Women	277,756	238,809	38,947	230,277
	Asian	381,746	317,454	64,292	301,167
	Men	205,542	169,568	35,974	160,564
	Women	176,204	147,886	28,318	140,603
	American Indian	82,672	71,642	11,030	68,815
	Men	37,056	32,262	4,794	30,842
	Women	45,616	39,380	6,236	37,973
	Nonresident Alien	331,844	217,163	114,681	197,678
	Men	228,639	150,563	78,076	131,840
	Women	103,205	66,600	36,605	65,838

Note. A total of 214 institutions did not report the racial/ethnic status of their student body. Data for 195 of these nonreporting institutions, representing about 5 percent of total enrollment, were inputed. For those institutions which reported race data in 1982, data have been estimated by applying their 1982 race distribution to their total enrollment reported in 1984. Because of underreporting and nonreporting of racial/ethnic data, totals on this table may be slightly smaller than totals appearing on other tables.

Source: U.S. Department of Education, National Center for Education Statistics, Fall Enrollment in Colleges and Universities survey; and unpublished tabulations (May 1986).

TABLE E-5

Total Enrollment in Institutions of Higher Education by Type of Institution and by Race/Ethnicity of Student, 1980 to 1984

Type of Institution and Race/Ethnicity	1980		1982		1984	
	Number[a]	Percentage	Number[a]	Percentage	Number[a]	Percentage
All Institutions	12,087	100.0	12,388	100.0	12,162	100.0
Whites	9,833	81.4	9,997	80.7	9,767	80.3
Total Minorities	1,949	16.1	2,059	16.6	2,063	17.0
Blacks	1,107	9.2	1,101	8.9	1,070	8.8
Hispanics	472	3.9	519	4.2	529	4.3
Asians	286	2.4	351	2.8	382	3.1
American Indians	84	.7	88	.7	83	.7
Nonresident Aliens	305	2.5	331	2.7	332	2.7
Four-year Institutions	7,565	62.6	7,648	61.7	7,651	62.9
Whites	6,275	51.9	6,306	50.9	6,263	51.5
Total Minorities	1,050	8.7	1,073	8.7	1,108	9.1
Blacks	634	5.2	612	4.9	613	5.0
Hispanics	217	1.8	229	1.8	241	2.0
Asians	162	1.3	193	1.6	217	1.8
American Indians	37	.3	39	.3	37	.3
Nonresident Aliens	241	2.0	270	2.2	280	2.3
Two-year Institutions	4,521	37.4	4,710	38.3	4,511	37.1
Whites	3,558	29.4	3,692	29.8	3,504	28.8
Total Minorities	899	7.4	987	8.0	955	7.8
Blacks	472	3.9	489	3.9	457	3.8
Hispanics	255	2.1	291	2.3	288	2.4
Asians	124	1.0	158	1.3	165	1.4
American Indians	47	.4	49	.4	45	.4
Nonresident Aliens	64	.5	61	.5	52	.4

Note. A total of 214 institutions did not report the racial/ethnic status of their student body. Data for 195 of these nonreporting institutions, representing about 5 percent of total enrollment, were inputed. For those institutions which reported race data in 1982, data have been estimated by applying their 1982 race distribution to their total enrollment reported in 1984. Because of underreporting and nonreporting of racial/ethnic data, totals on this table may be slightly smaller than totals appearing on other tables. Because of rounding, details may not add to totals.

[a] Numbers are stated in thousands.

Source: U.S. Department of Education, National Center for Education Statistics, Fall Enrollment in Colleges and Universities surveys.

TABLE E-6

Changes in First-time Freshmen Enrollments, by Sex and Enrollment Status, 1981 to 1984

	All Students			Full-time Students			Part-time Students		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
Four-year Institutions									
1981	1,173,264	570,924	602,340	1,053,277	518,518	534,759	119,987	52,406	67,581
1984	1,122,430	551,248	571,182	1,003,732	491,196	512,536	118,698	60,052	58,646
Change	-50,834	-19,676	-31,158	-49,545	-27,322	-22,043	-1,289	+7,646	-8,935
% Change	-4.3	-3.4	-5.2	-4.7	-5.3	-4.2	-1.1	+14.6	-13.2
Two-year Institutions									
1981	1,422,157	646,756	775,401	684,437	333,315	351,122	737,720	313,441	424,279
1984	1,234,468	561,055	673,413	609,453	294,903	314,550	625,015	266,152	358,863
Change	-187,689	-85,701	-101,988	-74,984	-38,412	-36,572	-112,705	-47,289	-65,416
% Change	-13.2	-13.2	-13.2	-11.0	-11.5	-10.4	-15.3	-15.1	-15.4
All Institutions									
1981	2,595,421	1,217,680	1,377,741	1,737,714	851,833	885,881	857,707	365,847	491,860
1984	2,356,898	1,112,303	1,244,595	1,613,185	786,099	827,086	743,713	326,204	417,509
Change	-238,523	-105,337	-133,146	-124,529	-65,734	-58,795	-113,994	-39,643	-74,351
% Change	-9.2	-8.6	-9.7	-7.2	-7.7	-6.6	-13.3	-10.8	-15.1

Source: *The Chronicle of Higher Education*, July 14, 1982 (for 1981 figures); and January 22, 1986 (for 1984 figures).

TABLE E-7

ACT Test-takers

	1982	1983	1984	1985	1986
Counts					
American Indians	6,929	7,292	7,451	7,401	6,638
Asians	7,953	9,192	9,980	11,370	11,853
Blacks	66,412	66,596	66,374	63,593	58,224
Mexican Americans	17,365	18,180	17,974	17,081	15,856
Puerto Ricans	6,118	6,151	6,655	7,220	6,775
Whites	634,027	617,860	608,167	608,332	573,738
Others	16,100	15,014	14,397	13,964	11,870
Totals	754,904	740,285	730,998	728,461	684,954
Representation					
American Indians	0.9	1.0	1.0	1.0	1.0
Asians	1.1	1.2	1.4	1.6	1.7
Blacks	8.8	9.0	9.1	8.7	8.5
Mexican Americans	2.3	2.5	2.4	2.3	2.3
Puerto Ricans	0.8	0.8	0.9	1.0	1.0
Whites	84.0	83.5	83.2	83.5	83.8
Others	2.1	2.0	2.0	1.8	1.7

Note. Includes only those students responding to ethnic status question.

TABLE E-8

College Board's Admissions Testing Program (ATP) College-bound Seniors

	1979	1980	1981	1982	1983	1984	1985
Counts							
American Indians	3,986	4,548	5,048	4,877	4,705	4,568	4,642
Asians	25,158	28,889	31,329	34,094	36,781	39,990	42,637
Blacks	81,566	83,321	82,162	79,994	77,137	80,677	79,556
Mexican Americans	14,796	15,488	15,765	15,939	16,534	18,175	19,526
Puerto Ricans	9,190	9,976	10,393	10,479	10,819	11,209	11,077
Whites	756,767	748,366	747,712	737,484	710,010	713,888	715,773
Others	21,539	20,809	20,274	19,963	19,489	20,595	21,555
Totals	912,912	911,397	912,683	902,830	875,475	889,102	894,766
Representation							
American Indians	0.4	0.5	0.6	0.5	0.5	0.5	0.5
Asians	2.8	3.2	3.4	3.8	4.2	4.5	4.8
Blacks	8.9	9.1	9.0	8.9	8.8	9.1	8.9
Mexican Americans	1.6	1.7	1.7	1.8	1.9	2.0	2.2
Puerto Ricans	1.0	1.1	1.1	1.2	1.2	1.3	1.2
Whites	82.9	82.1	81.9	81.7	81.1	80.3	80.0
Others	2.4	2.3	2.2	2.2	2.2	2.3	2.4

TABLE E-9

Combined ACT and College Board Testing Programs

	1982	1983	1984	1985
Counts				
American Indians	11,806	11,997	12,019	12,043
Asians	42,047	45,973	49,970	54,007
Blacks	146,406	143,733	147,051	143,149
Mexican Americans	33,304	34,714	36,149	36,607
Puerto Ricans	16,597	16,970	17,864	18,297
Whites	1,371,511	1,327,870	1,322,055	1,324,105
Others	36,063	34,503	34,992	35,019
Totals	1,657,734	1,615,760	1,620,100	1,623,227
Representation				
American Indians	0.7	0.7	0.7	0.7
Asians	2.5	2.8	3.1	3.3
Blacks	8.8	8.9	9.1	8.8
Mexican Americans	2.0	2.1	2.2	2.3
Puerto Ricans	1.0	1.1	1.1	1.1
Whites	82.7	82.2	81.6	81.6
Others	2.2	2.1	2.2	2.2

Note. Includes only those students responding to ethnic status question

TABLE E-10

Self-reported Years of Study in Five Course Areas (Students in ACT Program)

	1982	1983	1984	1985	1986
Mean Years of Study of English					
American Indians	3.64	3.63	3.67	3.70	3.75
Asians	3.68	3.70	3.74	3.79	3.83
Blacks	3.68	3.70	3.72	3.77	3.80
Mexican Americans	3.70	3.71	3.73	3.79	3.85
Puerto Ricans	3.70	3.73	3.76	3.78	3.85
Whites	3.75	3.77	3.79	3.82	3.86
Mean Years of Study of Mathematics					
American Indians	2.69	2.75	2.85	2.90	3.01
Asians	3.40	3.44	3.51	3.58	3.63
Blacks	2.89	2.96	3.04	3.15	3.21
Mexican Americans	2.88	2.90	2.96	3.07	3.16
Puerto Ricans	3.14	3.17	3.25	3.34	3.38
Whites	3.08	3.14	3.21	3.30	3.35
Mean Years of Study of Foreign Language					
American Indians	1.54	1.52	1.53	1.60	1.71
Asians	2.34	2.35	2.39	2.40	2.48
Blacks	1.61	1.65	1.66	1.70	1.72
Mexican Americans	1.74	1.73	1.72	1.81	1.88
Puerto Ricans	2.38	2.37	2.38	2.34	2.38
Whites	1.98	2.00	2.03	2.05	2.10
Mean Years of Study of Natural Sciences					
American Indians	2.20	2.21	2.26	2.31	2.41
Asians	2.83	2.86	2.91	3.02	3.08
Blacks	2.15	2.18	2.23	2.35	2.44
Mexican Americans	2.21	2.23	2.27	2.37	2.42
Puerto Ricans	2.50	2.53	2.58	2.72	2.81
Whites	2.54	2.57	2.62	2.70	2.77
Mean Years of Study of Social Studies					
American Indians	2.75	2.73	2.78	2.79	2.84
Asians	2.85	2.83	2.88	2.92	2.98
Blacks	2.82	2.81	2.82	2.88	2.92
Mexican Americans	2.77	2.78	2.78	2.83	2.89
Puerto Ricans	2.91	2.94	2.97	2.95	3.06
Whites	2.91	2.92	2.94	2.97	3.02

TABLE E-11

Self-reported Years of Study in Six Course Areas (Students in College Board Program)

	1980	1981	1982	1983	1984	1985
Mean Years of Study of English						
American Indians	3.88	3.92	3.90	3.92	3.92	3.93
Asians	3.91	3.94	3.92	3.93	3.95	3.97
Blacks	3.84	3.87	3.88	3.90	3.90	3.91
Mexican Americans	3.79	3.85	3.88	3.91	3.93	3.95
Puerto Ricans	3.87	3.90	3.92	3.92	3.91	3.92
Whites	3.99	4.00	4.01	4.02	4.02	4.02
Mean Years of Study of Mathematics						
American Indians	3.21	3.31	3.37	3.39	3.42	3.46
Asians	3.71	3.74	3.77	3.81	3.86	3.89
Blacks	3.19	3.26	3.32	3.38	3.40	3.43
Mexican Americans	3.20	3.25	3.33	3.41	3.44	3.48
Puerto Ricans	3.12	3.22	3.29	3.34	3.35	3.39
Whites	3.51	3.55	3.61	3.66	3.69	3.72
Mean Years of Study of Foreign Language						
American Indians	1.78	1.83	1.80	1.82	1.85	1.90
Asians	2.36	2.36	2.39	2.38	2.40	2.45
Blacks	1.70	1.71	1.77	1.79	1.79	1.87
Mexican Americans	2.01	1.96	1.96	1.99	2.00	2.08
Puerto Ricans	2.32	2.35	2.38	2.36	2.32	2.34
Whites	2.22	2.22	2.25	2.27	2.29	2.34
Mean Years of Study of Biological Sciences						
American Indians	1.41	1.46	1.47	1.42	1.43	1.44
Asians	1.50	1.50	1.48	1.47	1.48	1.50
Blacks	1.43	1.44	1.43	1.43	1.43	1.45
Mexican Americans	1.32	1.31	1.32	1.31	1.34	1.35
Puerto Ricans	1.41	1.39	1.40	1.38	1.41	1.45
Whites	1.38	1.39	1.39	1.39	1.39	1.41
Mean Years of Study of Physical Sciences						
American Indians	1.63	1.67	1.71	1.69	1.70	1.72
Asians	1.97	1.99	2.02	2.05	2.09	2.12
Blacks	1.54	1.57	1.61	1.64	1.65	1.68
Mexican Americans	1.45	1.46	1.49	1.50	1.52	1.50
Puerto Ricans	1.59	1.60	1.64	1.64	1.66	1.69
Whites	1.80	1.81	1.85	1.87	1.89	1.92
Mean Years of Study of Social Studies						
American Indians	3.08	3.11	3.13	3.10	3.10	3.14
Asians	3.21	3.21	3.19	3.16	3.18	3.20
Blacks	3.01	3.04	3.05	3.05	3.05	3.07
Mexican Americans	3.08	3.08	3.07	3.06	3.08	3.09
Puerto Ricans	3.11	3.15	3.16	3.15	3.20	3.22
Whites	3.23	3.24	3.26	3.26	3.27	3.29

TABLE E-12

Self-reported Grade Point Averages (ACT)

	1982	1983	1984	1985	1986
American Indians	2.68	2.68	2.66	2.65	2.65
Asians	3.10	3.11	3.10	3.11	3.12
Blacks	2.59	2.58	2.57	2.57	2.56
Mexican Americans	2.78	2.78	2.76	2.78	2.80
Puerto Ricans	2.80	2.81	2.82	2.79	2.81
Whites	2.97	2.96	2.95	2.94	2.93

TABLE E-13

Self-reported Grade Point Averages (College Board)

	1980	1981	1982	1983	1984	1985
American Indians	2.94	2.93	2.93	2.92	2.89	2.88
Asians	3.16	3.16	3.18	3.18	3.17	3.18
Blacks	2.78	2.75	2.76	2.77	2.74	2.74
Mexican Americans	3.01	2.99	3.01	3.01	2.97	2.97
Puerto Ricans	2.88	2.88	2.88	2.89	2.87	2.84
Whites	3.10	3.10	3.09	3.09	3.07	3.06

TABLE E-14

Self-reported High School Rank, ACT Program (Proportions in Four Quarters of Rank)

Group/Rank	1982	1983	1984	1985	1986
American Indians					
Top Quarter	.28	.29	.29	.30	.31
Second Quarter	.42	.43	.41	.41	.40
Third Quarter	.25	.24	.25	.24	.25
Fourth Quarter	.05	.04	.05	.05	.04
Asians					
Top Quarter	.51	.51	.51	.53	.54
Second Quarter	.33	.34	.33	.31	.30
Third Quarter	.13	.13	.13	.13	.13
Fourth Quarter	.03	.03	.03	.02	.02
Blacks					
Top Quarter	.25	.25	.25	.26	.28
Second Quarter	.44	.44	.43	.43	.41
Third Quarter	.27	.27	.28	.27	.27
Fourth Quarter	.04	.04	.04	.04	.04
Mexican Americans					
Top Quarter	.31	.31	.31	.34	.36
Second Quarter	.42	.41	.41	.39	.38
Third Quarter	.23	.25	.24	.23	.23
Fourth Quarter	.04	.03	.04	.03	.03
Puerto Ricans					
Top Quarter	.34	.35	.35	.36	.38
Second Quarter	.41	.40	.40	.40	.38
Third Quarter	.22	.22	.22	.21	.21
Fourth Quarter	.03	.03	.03	.03	.03
Whites					
Top Quarter	.45	.45	.44	.45	.46
Second Quarter	.38	.38	.38	.37	.36
Third Quarter	.15	.15	.16	.16	.16
Fourth Quarter	.02	.02	.02	.02	.02

TABLE E-15

Self-reported High School Rank, College Board Program (Median Percentile)

	1980	1981	1982	1983	1984	1985
American Indians	70.8	71.1	70.5	70.5	68.6	67.3
Asians	81.2	81.1	81.2	81.5	81.4	81.3
Blacks	66.3	66.1	66.5	66.6	65.1	64.8
Mexican Americans	71.2	71.1	72.0	72.0	70.6	70.6
Puerto Ricans	67.4	66.9	66.8	66.6	65.7	64.7
Whites	76.5	76.1	75.9	76.0	75.1	74.6

TABLE E-16

ACT Test Score Averages

	1982	1983	1984	1985	1986
English					
American Indians	13.7	13.3	13.5	13.8	14.4
Asians	17.1	16.8	16.9	17.3	18.0
Blacks	12.7	12.6	12.9	13.3	14.0
Mexican Americans	14.3	14.1	14.4	14.9	15.6
Puerto Ricans	15.1	15.0	15.4	15.7	16.4
Whites	18.5	18.3	18.6	18.8	19.2
Total[a]	17.9	17.8	18.1	18.1	18.5
Mathematics					
American Indians	11.6	11.2	11.5	11.6	12[illegible]
Asians	20.2	20.1	19.9	20.4	20.8
Blacks	10.0	9.7	9.8	9.9	10.4
Mexican Americans	12.2	12.0	12.2	12.6	13.2
Puerto Ricans	14.1	14.2	14.4	14.5	15.1
Whites	17.8	17.7	17.8	18.0	18.2
Total[a]	17.2	16.9	17.3	17.2	17.3
Social Studies Reading					
American Indians	12.5	12.5	12.3	12.5	13.0
Asians	16.9	16.6	16.5	16.9	17.4
Blacks	10.6	10.8	11.0	11.2	11.7
Mexican Americans	12.8	12.9	12.7	13.2	13.7
Puerto Ricans	14.5	14.5	14.5	14.6	15.2
Whites	18.1	18.1	17.9	18.2	18.6
Total[a]	17.3	17.1	17.3	17.4	17.6
Natural Science Reading					
American Indians	16.9	16.8	16.8	17.1	17.7
Asians	21.0	20.9	20.9	21.3	21.9
Blacks	14.7	14.6	14.7	14.9	15.5
Mexican Americans	16.7	16.6	16.7	17.2	17.8
Puerto Ricans	18.1	18.2	18.2	18.4	19.0
Whites	21.6	21.6	21.7	22.0	22.3
Total[a]	20.8	20.9	21.0	21.2	21.4
ACT Composite					
American Indians	13.8	13.6	13.7	13.9	14.4
Asians	19.0	18.7	18.7	19.1	19.6
Blacks	12.1	12.0	12.2	12.5	13.0
Mexican Americans	14.1	14.0	14.1	14.6	15.2
Puerto Ricans	15.6	15.6	15.7	15.9	16.5
Whites	19.1	19.1	19.1	19.4	19.7
Total[a]	18.4	18.3	18.5	18.6	18.8

[a] Score averages for the Total group in 1982 and 1983 include duplicated records for students who took the tests more than once.

TABLE E-17

College Board Test Score Averages

	1980	1981	1982	1983	1984	1985	1986
SAT-V							
American Indians	390	391	388	388	390	392	—[a]
Asians	396	397	398	395	398	404	—[a]
Blacks	330	332	341	339	342	346	—[a]
Mexican Americans	372	373	377	375	376	382	—[a]
Puerto Ricans	356	361	367	365	366	373	—[a]
Whites	442	442	444	443	445	449	—[a]
Total	424	424	426	425	426	431	431
SAT-M							
American Indians	424	425	424	425	427	428	—[a]
Asians	509	513	513	514	519	518	—[a]
Blacks	360	362	366	369	373	376	—[a]
Mexican Americans	413	415	416	417	420	426	—[a]
Puerto Ricans	387	396	398	397	400	405	—[a]
Whites	482	483	483	484	487	490	—[a]
Total	466	466	467	468	471	475	475
TSWE							
American Indians	38.4	38.7	38.3	38.1	38.7	38.6	—[a]
Asians	38.6	38.4	38.3	38.6	38.6	38.8	—[a]
Blacks	33.1	33.3	33.8	34.1	34.6	34.7	—[a]
Mexican Americans	37.7	37.9	38.2	38.2	38.4	38.7	—[a]
Puerto Ricans	35.2	35.7	35.7	36.2	36.0	36.6	—[a]
Whites	44.1	44.1	44.1	44.2	44.6	44.6	—[a]
Total	42.4	42.2	42.3	42.3	42.6	42.7	42.6

[a] Not yet available.

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